DOCUMENT RESUME

ED 480 625 CS 511 967

AUTHOR	Wilcox, Bonita L., Ed.
TITLE	English Leadership Quarterly, 2002-2003.
INSTITUTION	National Council of Teachers of English, Urbana, IL.
ISSN	ISSN-0738-1409
PUB DATE	2003-04-00
NOTE	66p.; For the 2001-2002 issues (Volume 24), see CS 511 966.
AVAILABLE FROM	National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1096. Tel: 800-369-6283 (Toll Free); Fax: 217-328-9645; e-mail: public_info@ncte.org; Web site: http://www.ncte.org.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	English Leadership Quarterly; v25 n1-4 Aug 2002-Apr 2003
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Classroom Techniques; Elementary Secondary Education; *English Curriculum; *English Departments; *English Instruction; Higher Education; *Instructional Innovation; Literacy; *Professional Development; Story Telling; *Technology Integration
IDENTIFIERS	*Educational Leadership; National Council of Teachers of English

ABSTRACT

This 25th volume of "English Leadership Quarterly" contains articles on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Each issue focuses on a different theme. Articles in Volume 25 Number 1 focus on leadership and literacy and are: "Research Summary of a Best Practice Model of Online Teaching and Learning" (Linda Wojnar); and "Applying AP Language Analysis Skills to a Standard Level Curriculum" (David P. Noskin). Articles in Volume 25 Number 2 focus on integrating technology and are: "A New Educational Paradigm" (Ronald T. Sion); "Preparing Teachers to Use Technology in the Classroom: A Formula for SUCCESS" (Lawrence A. Tomei); and "Why PowerPoint?" (Jim Walker). Articles in Volume 25 Number 3 focus on leadership and professional development and are: "Personal and Professional Development: Lessons from Life" (Carol Smith); "A Critical Opportunity: An English Department Takes Charge of Professional Development" (Susan Alves; Jacquelyn Brooks; Susan Frisbee; Cheryl Lee Lamphear; Ann-Marie Luster); "The First Principle of Professional Development: Leadership of the Self" (Patricia F. Cade); "Planning for Personal and Professional Development" (Mark A. Evans); "Talk about Teaching: A Professional Development Outreach Project" (Nancy Traubitz); "From Both Sides Now" (Ronald T. Sion); and "A Community of Learners Can Spark a Classroom!" (JoAnn LaMuth). Articles in Volume 25 Number 4 focus on stories of teaching and learning and are: "Multigenre Teaching as Student Empowerment" (Sarah Edwards); "It's Not about the Book" (Dagny D. Bloland); "Out of Africa" (Vicki Mueller); and "Let Me Tell You a Story" (Jolene Borgese). (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 480 625

English Leadership Quarterly, 2002-2003

Editor
Bonita L. Wilcox

English Leadership Quarterly v25 n1-4 Aug 2002-Apr 2003

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[] This document has been reproduced as received from the person or organization originating it.

[] Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M.A. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

CS 511 967

BEST COPY AVAILABLE

ENGLISH LEADERSHIP
Quarterly
CEL Leadership for Excellence
Conference on English Leadership

▶ IN THIS ISSUE

Leadership and Literacy

Bonita L. Wilcox, editor

In "The Promise of Teacher Leadership" (1996), Moller and Katzenmeyer write, "Teachers are leaders when they are contributing to school reform or student learning (within or beyond the classroom), influencing others to improve their professional practice, or identifying with and contributing to a community of leaders" (p. 5). This definition leads one to believe that nearly every teacher is in the leader category. While we recognize the potential for all teachers to be leaders, we realize that isolation, lack of support, and little time for collaboration are inhibiting. Unfortunately, it is also true that many teachers who emerge as leaders try to keep a low profile. After all, aren't teachers supposed to be followers? Doesn't taking a leadership role make one's peers look bad? Where in teacher preparation programs are leadership skills taught?

Literacy, on the other hand, confounds the issue of leadership. It is interesting to note, "In English, the negative term *illiteracy* preceded its positive counterpart *literacy* by over 2000 years" (Harris & Hodges, 1995, p.112). It is easier to identify the cut-off point between literate and illiterate than it is to decide what it may mean to be at a desired literacy level. The concept of functional literacy implies a relative measure with a continuum of skills, but functional illiteracy is specific. For example, if someone has difficulty with everyday essential reading and writing, we say they are functionally illiterate. However, at the higher levels of literacy, it is very difficult to determine exactly how literate one actually is. Furthermore, we may wonder what level of literacy is required for leadership or what effect the years of service may have on a teacher's literacy level.

Another problem with literacy is that few can claim advanced levels in all the representative types of literacy. When I was in France, I had trouble ordering from a menu. When my grandson, Jascha, soldered the circuit board for the Cybug-Solar Fly, I was unable to construct a reasonable question. For many years, I was *aliterate* when it came to computers and technology. I just did not want to do it. Of course my literacy level has changed, and although I have gained confidence and competence in technology, my closest friends still notice a gap. I think they have labeled me *marginally* literate in technology.

So, what does it mean to be a literacy leader? Well, the teachers I know who are literacy leaders are agents of change. They have a "never give up" attitude. They are in charge of their own professional development. They use the Internet extensively. They try new ways of doing things, believing that continuous improvement is intentional. Many are certified by the National Board for Professional Teaching Standards. Many write books and journal articles to inform and encourage their cohorts. Others pursue higher de-

INSIDE

Research Summary of a Best Practice Model of Online Teaching and Learning 2
by Linda Wojnar

Applying AP Language Analysis Skills to a Standard Level Curriculum 9
by David P. Noskin

Book Reviews: 13
On Writing: A Memoir of the Craft
[reviewed by Jessica Bauer]
The National Board Certification Handbook
[reviewed by Bonita L. Wilcox]
Writing for Publication: A Practical Guide for Educators
[reviewed by Bonita L. Wilcox]

Call for Manuscripts/ Guest Editor 15

NCTE National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096

Volume 25, Number 1 • August 2002 • Editor: Bonita L. Wilcox

BEST COPY AVAILABLE

grees, focus on technology, initiate research projects, develop curriculum, etc. Literacy leaders, discontented with just *being* good teachers, seem intensely focused on the notion that *becoming* is better.

This issue of the *Quarterly* offers some specific examples of what literacy leaders do and who they are. Linda Wojnar summarizes her research on applying a "best practice" approach to online teaching and learning. David Noskin's article explains how AP language analysis skills can benefit students in other curricula. These two articles are followed by three book reviews: S. King's *On Writing: A Memoir of the Craft*, D. Barone's *National Board Certification Handbook*, and M. R. Jalongo's *Writing for Publication: A Practical Guide for Educators.* ●

References

Harris, T., & Hodges, R. (Eds.). (1995). *The literacy dictionary*. Newark, DE: International Reading Association.

Moller, G., & Katzenmeyer, M. (1996). The promise of teacher leadership. In G. Moller & M. Katzenmeyer (Eds.), *Every teacher as a leader* (pp. 1-17). San Francisco, CA: Jossey-Bass.

Research Summary of a Best Practice Model of Online Teaching and Learning

Linda Wojnar, Duquesne University, Pittsburgh, Pennsylvania

Many online courses lack a pedagogical emphasis and design. Schweizer (1999) found that "A recent review of a variety of on-line courses, degree programs and certificate programs revealed that many on-line courses are poorly designed, pedagogically unsound, and amount to not much more than the lecture notes or textbooks cut and pasted onto a Website" (p. 1). The online environment lends itself to a student-centered philosophy, empowering students to take charge of their own learning, and allowing students extra time to think and learn. The focus has shifted from teacher-centered to learner-centered (Newby, Stepich, Lehman, & Russell, 2000). Wolcott (1996) observed that "Through learner-centered strategies, we aim to nurture personal responsibility and interdependence, skills that are essential for successful distance learning" (pp. 26-27). "Best Practice" methods encourage educators to focus on learning above teaching. The role of the online teacher is that of a facilitator or guide (Schweizer, 1999; White & Weight, 2000). "Given that the effectiveness of curriculum, assessment, and instructional designs is ultimately determined by their achievement of desired learnings," it is important that teachers with pedagogical knowledge and expertise are the designers (Wiggins & McTighe, 1998, p. 7).

Background

Currently and into the new millennium, teachers will continue to face challenges that require a variety of new teaching strategies for educating non-traditional adult learners. Two vital areas are important for teachers to consider when planning a course: 1) current thinking on Best Practice (Daniels & Bizar, 1998; Zemelman, Daniels, & Hyde, 1998), and 2) a heightening awareness that student learning outcomes directly correlate to levels of thinking, questioning, and activities (Bloom, 1956; Kauchak & Eggen, 1998).

Methods of Best Practice and

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

It is the policy of NCTE in its journals and other publications to provide a forum for the open discussion of ideas concerning the content and the teaching of English and the language arts. Publicity accorded to any particular point of view does not imply endorsement by the Executive Committee, the Board of Directors, or the membership at large, except in announcements of policy where such endorsement is clearly specified.

English Leadership Quarterly (ISSN 0738-1409) is published quarterly in August, October, February, and April for the Conference on English Leadership by the National Council of Teachers of English.

Annual membership in NCTE is $40 for individuals, and a subscription to *English Leadership Quarterly* is $18 (membership is a prerequisite for individual subscriptions). Institutions may subscribe for $36. Add $5 per year for Canadian and all other international postage. Single copy: $10 (member price, $6). Remittances should be made payable to NCTE by check, money order, bank draft in United States currency, or credit card (call NCTE toll-free at 877-369-6283).

Communications regarding orders, subscriptions, single copies, and change of address should be addressed to *English Leadership Quarterly*, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. Communications regarding permission to reprint should be addressed to Permissions, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. POSTMASTER: Send address changes to *English Leadership Quarterly*, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096.

NCTE's Web site: www.ncte.org

Editor: Bonita L. Wilcox. NCTE Editing and Production: Carol E. Schanche. Designer: Pat Mayer. NCTE Managing Editor for Journals: Margaret Chambers.

Copyright © 2002 by the National Council of Teachers of English. Printed in the U.S.A.

BEST COPY AVAILABLE

higher levels of thinking are easily integrated into already existing courses or new courses. The model used in this study, Best Practice Model of Online Teaching and Learning (Wilcox & Wojnar, 2000), was chosen for its pedagogical value. The model provides a prototype other educators can use to facilitate the process of designing an online course (Wojnar, 2000). Shambaugh and Magliaro (1997) note that, "There are no clear right or wrong choices in instructional design, only more appropriate choices to meet the needs of the learner, the nature of the content to be taught, and the reality of the instructional setting" (p. 18).

Depending upon the online course design, students can have greater access to faculty and peers in an online environment: "Interactivity offers the evidence on which to build a case that distance learning experience is just as good, if not better than, traditional face-to-face learning experience" (Wagner, 1997, p. 19). Learners influence one another through interacting and transferring ideas to add to their thinking. Interaction is often more critical than the delivery system (Cyrs, 1997; Willis, 1993).

Raising thinking levels of students is a challenge for faculty in all disciplines at all levels. In many instances, learners are expected to problem solve and think critically about their work by dialoguing with their peers or colleagues to validate their thinking before asking the teacher for the answer or more information. According to Newby, Stepich, Lehman, & Russell (2000), "The ever increasing demand on education to help all learners acquire higher-level skills that allow them to more readily analyze, make decisions, and solve complex 'real world' problems" is especially true online (p. 6).

A pilot study was conducted to investigate the possibility of adapting an existing and pedagogically sound course to an online environment. The instructor intentionally integrated the Principles of Best Practice (Figure 1)

12 PRINCIPLES OF BEST PRACTICE

Reprinted from *Best Practice: New Standards for Teaching and Learning in America's Schools* by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Copyright (c) 1998 by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Published by Heinemann, a division of Reed Elsevier, Inc. Used by permission of the publisher.

Principle	Description
Student-centered	The best starting point for schooling is young peoples' interests; all across the curriculum, investigating students' own suggestions should always take precedence over studying arbitrarily and distantly selected "content."
Experiential	Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.
Holistic	Children learn best when they encounter whole ideas, events, and materials in purposeful contexts, not by studying subparts isolated from actual use.
Authentic	Rich, real, complex ideas and materials are at the heart of the curriculum. Lessons or textbooks that water down control or oversimplify content ultimately disempower students.
Reflective	Balancing the immersion in experience and expression must be opportunities for learners to reflect, debrief, abstract from their experiences what they have felt and thought and learned.
Social	Learning is always socially constructed and often interactional; teachers need to create classroom interactions that "scaffold" learning.
Collaborative	Cooperative learning activities tap the social power of learning better than competitive and individualistic approaches.
Democratic	The classroom is a model community; students learn what they live as citizens of the school.
Cognitive	The most powerful learning comes when children develop true understandings of concepts through higher-order thinking associated with various fields of inquiry and through self-monitoring of their thinking.
Developmental	Children grow through a series of definable but not rigid stages, and schooling should fit its activities to the developmental level of students.
Constructivist	Children do not just receive content; in a very real sense, they re-create and reinvent every cognitive system they encounter, including language, literacy, and mathematics.
Challenging	Students learn best when faced with genuine challenges, choices, and responsibility in their own learning.

Figure 1.

BEST COPY AVAILABLE

and Bloom's Levels of Cognitive Activity (Figure 2). One important finding was related to questions and higher order thinking. The pilot study did show that the teacher received answers that were relative to the level of questions asked. Instead of quick recall answers, the teacher asked questions that required processing and application of information. By designing questions at a higher cognitive level of thinking, students gained experience in responding to questions at higher levels. This technique was used to scaffold their knowledge and skills. By continually working beside better thinkers, students were able to acquire better thinking skills, better problem solving skills, and deeper understandings.

Evidence of more complex thinking was most obvious in the online synchronous chats, especially when the discussions (chats) were printed and observed. The interaction in groups required defending and justifying their thinking, initiating rethinking, and strengthening their engagement and commitment to learning new information. Another important finding was that all students were not able to learn online.

The purpose of this research study, then, was to determine to what extent occurrences of the Principles of Best Practice and Levels of Cognitive Activity were evidenced in artifacts of online learners. Through an analysis of online student artifacts, specifically journal writes, formal papers, and synchronous chats, it was found that when the Principles of Best Practice and Bloom's higher levels of thinking are integrated into a methods course, they are reflected in the students' work.

Methodology

Eight artifacts were gathered from each of six student portfolios: three Journal Writes, three Formal Papers, and two Synchronous Chats. The participants were enrolled in one of two classes taught online. They were selected by the quantity of work samples. Students also kept a portfolio of their work (artifacts) that they determined best represented their own learning. Each student chose to include a hard copy of all of the synchronous chats. As in a traditional class, the length and the quality of student artifacts varied from student to student and from artifact to artifact.

The research method was primarily descriptive in nature, a qualitative case study. Descriptive case analysis is useful when presenting an in-depth account of the content being studied without interpretation or evaluation (Merriam, 1998). Triangulation—using multiple sources of student artifacts (journal writes, formal papers, and synchronous chats)—will support and strengthen validity. To assure trustworthiness of the data, the researcher assessed student artifacts through group moderation (Gipps, 1994). This involved two secondary educators and one post-secondary educator who individually evaluated each student artifact before arriving at a consensus. Moderators recorded the occurrences of the Principles of Best Practice and the Levels of Bloom's Taxonomy as evidenced in students' work.

Two rubrics were designed by the researcher to assist the Group Moderators, Evaluating 12 Principles of Best Practice in Student Work (Figure 3) and the Evaluating Bloom's Levels of Cognitive Activity in Student Work (Figure 4). Data were synthesized and results were recorded in tables. Composite tables were developed indicating when

BLOOM'S LEVELS OF COGNITIVE ACTIVITY

These levels are taken from *Taxonomy of Educational Objectives: The Classification of Educational Goals* (Bloom, Engelhart, Furst, Hill, & Krathwohl 1956).

Level	Description
Knowledge	Describes some alteration of remembering. The recall and recognition of information may take a different form than the way the information was originally learned.
Comprehension	Describes generalizations, summarization, and inference of information based on given information rather than on abstractions by the interpreter. This level involves the ability to interpret maps, graphs, tables, and illustrations.
Application	Describes the ability to correctly transfer prior learning to an abstraction such as a new situation or occurrence without prompting or without guidance of being shown when more than one choice occurs.
Analysis	Includes the ability to break down a whole into its parts, and to see the relationships and organizations of these parts to the whole.
Synthesis	Describes taking parts of a whole, reconstructing the information to develop new knowledge that is unique and not clearly there before.
Evaluation	Describes judgments about value according to internal or external criteria or standards.

Figure 2.

BEST COPY AVAILABLE

students demonstrated more than one occurrence in each of the categories (Journal Writes, Formal Papers, and Synchronous Chats).

Summary of Findings

Research Question 1: *Are the 12 Principles of Best Practice reflected through a) student journal writes, b) formal papers, c) synchronous chats?* Data show that there were 89 occurrences of the 12 Principles of Best Practice in student Journal Writes, 71 occurrences in Formal Papers, and 91 occurrences in Synchronous Chats.

When looking at occurrences of specific 12 Principles of Best Practice, the fewest occurrences in Journal Writes were within the Holistic and Democratic Principles. Fewest occurrences in Formal Papers were also within the Holistic and Democratic Principles. The fewest occurrences in Synchronous Chats were within the Holistic Principle. All of the other Principles occurred in the Synchronous Chats at least seven times.

The Reflective Principle had the highest number of occurrences (30) and is the only one that was significantly strong in all three categories. The Authentic Principle and the Challenging Principle each had 29 occurrences but were not significantly strong in all three categories. The Cognitive Principle, again not strong in all categories, was still high with 26 occurrences.

Results

High levels of Reflection and Cognition were no surprise to the researcher, since they are in line with the literature. Teachers should be reflective thinkers, a stance also supported by the literature (Weber, 1999). Strong evidence of reflection in Journal Writes was expected because journals are places to make connections and examine and judge our own thinking (Wilcox, 1998). The reflection-cognition connection has been well publicized since the John Dewey era.

The researcher found high numbers of occurrences of the Authentic

EVALUATING 12 PRINCIPLES OF BEST PRACTICE IN STUDENT WORK

Student-centered	• Displays total engagement in tasks • Makes-meaning • Demonstrates personal involvement
Experiential	• Integrates technology by doing technology • Carries out real-world projects • Responds to whole texts
Holistic	• Synthesizes information • Focuses on inquiry and whole text • Relates "building blocks" to the big picture
Authentic	• Takes an individualized approach to tasks • Indicates ownership in theory and concepts • Relates work to personal experiences
Reflective	• Engages in intentional metacognitive activity • Moves to a higher level of thinking • Scaffolds understanding through prior knowledge
Social	• Has free expression and open forum • Builds on shared knowledge • Engages in social interaction to promote learning
Collaborative	• Integrates ideas of others • Involves in small group activities • Utilizes feedback from fellow students
Democratic	• Respects opinion of others • Makes appropriate student choices • Recognizes teacher as facilitator, guide, or coach
Cognitive	• Indicates deep thinking and reflection • Shows awareness of their own cognitive processes • Applies higher order thinking strategies
Developmental	• Monitors their own learning • Shows evidence of new learning • Uses vocabulary from course content
Constructivist	• Constructs and revises mental models • Focuses on building a knowledge base • Shares emerging ideas or hypothesis
Challenging	• Directly applies new learning • Shows evidence of reflective thinking • Demonstrates depth of understanding

Figure 3.

BEST COPY AVAILABLE

Principle in student Journal Writes and Formal Papers. Activities that have relevance and meaning to students were built into the course. Relevant, meaningful activities aid in the transfer and application of information (Daniels & Bizar, 1998; Schweitzer, 1999). The Challenging Principle had the same number of occurrences as the Authentic Principle. High numbers were expected in this area because of the emphasis on higher order thinking. The highest occurrences of the Challenging Principle were found in Journal Writes and Synchronous Chats.

The Reflective Principle, with the highest number of occurrences overall, was the only one with significant occurrences in all three kinds of artifacts. This can probably be attributed to the higher order thinking that was built into the tasks, connecting the Reflective Principle with Bloom's Taxonomy of Cognitive Activity (Bloom, 1956; Daniels & Bizar, 1998; Zemelman, Daniels, & Hyde, 1998).

One very interesting finding was the correlation between the Synchronous Chat and the high number of occurrences in the Social and Collaborative Principles. The literature supports the importance of interaction, collaboration, and social contexts that occur when students work with others (Boaz et al., 1999; Cyrs, 1997; Harasim, 1993; Wagner, 1997; White & Weight, 2000; Zemelman, Daniels, & Hyde, 1998).

The Democratic Principle surfaced only one time in Formal Papers and Journal Writes. This could be due to the fact that writing in journals and completing longer papers are, by their very nature, individual endeavors, requiring little, if any, interaction. As a result, the researcher would not expect the Democratic Principle to be as evident in Student Journal Writes or Student Formal Papers as in Synchronous Chats, where there were eight occurrences, since the students were not encouraged to interact when writing.

This study found that the Holistic Principle, overall, had the fewest number of occurrences in all three categories of artifacts. This again could be related to the interpretation of the tool or to the way students responded to specific assignments. The Synthesis Level of Bloom's Taxonomy had a very low number of occurrences overall and did not make a significant showing in any of the artifacts. (See Table 1.)

The purpose of this study was to show the extent to which the Principles of Best Practice were reflected through online student artifacts. The study indeed demonstrated that the Principles of Best Practice are integrated throughout student Journal Writes, Formal Papers, and Synchronous Chats.

Research Question 2. *Are the Levels of Bloom's Taxonomy reflected through a) Student Journal Writes, b) Formal Papers, and c) Synchronous Chats?*

For higher level thinking according to Bloom's Taxonomy, data show that there were 30 occurrences in Journal Writes, 25 occurrences in Formal Papers, and 32 occurrences in Synchronous Chats. The Application Level had 28 overall occurrences, the Analysis Level had 27 occurrences, the Evaluation Level had 24 occurrences, and the Synthesis Level had only 8 occurrences, for a total of 79 occurrences overall.

Results

High occurrences of Application, Analysis, and Evaluation are consistent with current literature where there is agreement concerning the importance of raising thinking to higher levels and developing deeper understanding through questioning (Sizer, 1992; Driscoll, 1994; Gardner, 1999; Newby, Stepich, Lehman, &

EVALUATING BLOOM'S LEVELS OF COGNITIVE ACTIVITY IN STUDENT WORK

	Examples for Evaluating Evidence in Student Work
Knowledge	• Lists things to remember • Writes definitions according to source • Recognizes and identifies ideas or concepts
Comprehension	• Paraphrases text or teacher • States or explains in their own words • Summarizes information
Application	• Manipulates or modifies ideas or concepts • Relates ideas or transfers concepts to a new situation • Illustrates new application and/or predicts outcomes
Analysis	• Describes parts of complex ideas or concepts • Finds similarities and differences and draws conclusions • Organizes and plans a project
Synthesis	• Hypothesizes, experiments, organizes, and reports • Defines problem, gathers information, suggests solutions • Combines complex ideas into a graphic design
Evaluation	• Defends thinking in discussion and/or presentation • Uses a holistic approach in evaluating others • Chooses appropriate criteria to appraise one's self

Figure 4.

BEST COPY AVAILABLE

Russell, 2000). Questioning students, using Bloom's Taxonomy as a guide, was intentionally built into the online teaching and learning.

Even though Synthesis was also built into the model, the researcher did not find much evidence of occurrences in Journal Writes, Formal Papers, or Synchronous Chats. Synthesis is taking parts of a whole and reconstructing them to develop new knowledge (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Zemelman, Daniels, & Hyde, 1998). As previously explained in the model, assigning a project, such as creating a graphic organizer to combine complex ideas, often results in a new way of thinking about information. These kinds of artifacts, such as a project or a poster, were not considered in this study.

Finally, the data suggest that the Synchronous Chat may be a more valuable component of online teaching and learning than the literature reports. The chats showed 91 occurrences of Best Practice Principles with the most frequent occurrence under the Challenge Principle. This was more than in either the Journal Writes or the Formal Papers. In looking at the total occurrences for higher order thinking, the Synchronous Chats again held a higher score than both the Journal Writes and Formal Papers. These data suggest that the Synchronous Chat can be a higher order thinking activity. Although the literature does not support this finding, the occurrences of higher order thinking cited in the Synchronous Chats were much higher than expected. See Table 2.

The researcher was intentionally conservative and made note of the preponderance of evidence when students showed more than one occurrence of the levels of Bloom's Taxonomy in each category of student work. Because of this acknowledgment, the researcher was able to 1) strengthen the data results and show reliably that the levels of Bloom's Taxonomy could be found in that category, and 2) limit the range of interpretation when finding only one occurrence. Therefore, in Table 2, a student is counted as exhibiting a Level of Bloom's Taxonomy if at least 2 out of 3 journal writes, 2 out of 3 formal papers, or 2 out of 2 synchronous chats exhibited these levels. Note that only the 4 highest levels of Bloom's Taxonomy were considered.

The purpose of this study was to determine to what extent the levels of thinking according to Bloom's Taxonomy are integrated through online student artifacts. The study indeed demonstrated that the levels of Bloom's Taxonomy are reflected throughout student Journal Writes, Formal Papers, and Synchronous Chats.

Conclusions

Based on the evidence collected from online student work and clearly documented in this study, the following conclusions were drawn:

1. This study showed that the 12 Principles of Best Practice were indeed reflected through online student Journal Writes, Formal Papers, and Synchronous Chats.
2. This study showed that the higher

OVERALL EVIDENCE OF THE PRINCIPLES OF BEST PRACTICE IN STUDENT ARTIFACTS

Artifacts	Journal Writes		Formal Papers		Synchronous Chats	
Principles of Best Practice	# Students with more than one occurrence	#	# Students with more than one occurrence	#	# Students with more than one occurrence	#
Student-centered		7		6		7
Experiential		4		4	4/6 Students	10
Holistic		2		3		1
Authentic	4/6 Students	12	4/6 Students	10		7
Reflective	5/6 Students	13	3/6 Students	9	3/6 Students	8
Social		4		6	3/6 Students	7
Collaborative		5		5	4/6 Students	9
Democratic		1		1		8
Cognitive	5/6 Students	13		6	3/6 Students	7
Developmental	3/6 Students	8		7		8
Constructivist	3/6 Students	10		6		8
Challenging	4/6 Students	10		8	5/6 Students	11
# =Total Number of Occurrences						

Table 1. Distribution of Students Evidencing More than One Artifact of the Listed Principles of Best Practice in Each of the Student Artifacts

BEST COPY AVAILABLE

levels of Bloom's Taxonomy were indeed reflected through online student Journal Writes, Formal Papers, and Synchronous Chats.

3. The study showed that higher order thinking can occur in Synchronous Chats.
4. The Reflective Principle, "Balancing the immersion in experience and expression must be opportunities for learners to look back, to reflect, to debrief, to abstract from their experiences what they have felt and thought and learned" (Daniels, Bizar, & Zemelman, 2001, p. 14), was found to be very strong across all categories of artifacts and received the highest number of occurrences in all areas. The tool used in the study to find occurrences of Best Practice defines reflection in student work as engaging in intentional metacognitive activity, moving to a higher level of thinking, and scaffolding understanding through prior knowledge.

Educational Implications

From the analysis of the data, the researcher recommends the following:

1. Online teachers who take the role of facilitator, guide, or coach can move students toward deeper understanding by giving them the opportunity to monitor and manage their own learning.
2. Although the literature documents a lack of thinking in online conversations, this study strongly suggests that the Synchronous Chats can facilitate higher-level thinking.
3. When designing an online course, teachers should consider that quality thinking does not happen automatically; it must be built into the course structure.
4. The 12 Principles of Best Practice and Bloom's Levels of Cognitive Activity offer teachers research-based methods and strategies for course design. These pedagogical components seem to work as well in an online class as in an onsite class. ●

References

Boaz, M., Elliott, B., Foshee, D., Hardy, D., Jarmon, C., & Olscott, D. Jr. (1999). *Teaching at a distance: A handbook for instructors*. New York: A Joint Publication of the League for Innovation in the Community College and Archipelago Productions, a division of Harcourt Brace.

Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals handbook I—Cognitive domain*. New York: Longmans, Green.

Cyrs, T. E. (1997). Competence in teaching at a distance. In T. E. Cyrs (Ed.), *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs* (p. 15-18). San Francisco: Jossey-Bass.

Daniels, H., & Bizar, M. (1998). *Methods that matter: Six structures for best practice classrooms*. York, ME: Stenhouse.

Daniels, H., Bizar, M., & Zemelman, S. (2001). *Rethinking high school: Best practice in teaching, learning, and leadership*. Portsmouth, NH: Heinemann.

Driscoll, M. (1994). *Psychology of learning for instruction*. Boston, MA: Allyn & Bacon.

Gardner, H. (1999). *The disciplined mind*. New York: Simon & Schuster.

Gipps, C. V. (1994). *Beyond testing: Towards a theory of educational assessment*. London: Falmer.

Harasim, L. (1993). Collaborating in cyberspace: Using computer conferences as a group learning environment. *Interactive Learning Environments, 3*, 119-30.

Kauchak, D., & Eggen, P. (1998). *Learning and teaching: Research-based methods*. Boston, MA: Allyn & Bacon.

Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Newby, T., Stepich, D., Lehman, J., & Russell, J. (2000). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media* (2nd ed.). Saddle River, NJ: Prentice Hall.

Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your Web classroom*. Boston: Allyn & Bacon.

Shambaugh, R. N., & Magliaro, S. G. (1997). *Mastering the possibilities: A process approach to instructional design*. Boston: Allyn & Bacon.

Sizer, T. (1992). *Horace's school: Redesigning the American high school*. Boston: Houghton Mifflin.

Wagner, E. (1997). Interactivity: From agents to outcomes. In T. E. Cyrs (Ed.), *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs* (pp. 19-26). San Francisco: Jossey-Bass.

Weber, E. (1999). *Student assessment that works: A practical approach*. Boston: Allyn & Bacon.

OVERALL EVIDENCE OF THE HIGHEST 4 LEVELS OF BLOOM'S TAXONOMY IN STUDENT ARTIFACTS

Journal Writes		Formal Papers		Synchronous Chats	
# Students with more than one occurrence	#	# Students with more than one occurrence	#	# Students with more than one occurrence	#
4/6 Students	9	3/6 Students	9	4/6 Students	10
3/6 Students	8	4/6 Students	9	4/6 Students	10
	4		2		2
3/6 Students	9		5	4/6 Students	10
# =Total Number of Occurrences					

Table 2. Distribution of Students Evidencing More than One Artifact of the Listed Levels of Bloom's Taxonomy in Each of the Student Artifacts

BEST COPY AVAILABLE

White, K.W., & Weight, B. H. (2000). *The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom*. Boston: Allyn & Bacon.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilcox, B., (1998). Thinking journals. *The Reading Teacher, 51*, 350.

Wilcox, B., & Wojnar, L. (2000). Best practice goes online. *Reading Online, 4*(2). Available: http://readingonline.org/articles

Willis, B. (1993). *Distance education: A practical guide*. Englewood Cliffs, NJ: Educational Technology.

Wojnar, L. (2000). *Instructional design and implementation of a best practice model of online teaching and learning*. Unpublished doctoral dissertation, Duquesne University, Pittsburgh.

Wolcott, L. (1996). Distant, but not distanced: A learner-centered approach to distance education. *TechTrends, 41* (4), 26-27.

Zemelman, S., Daniels, H., Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.

Applying AP Language Analysis Skills to a Standard Level Curriculum

David P. Noskin, Adlai E. Stevenson High School, Lincolnshire, Illinois

When I began teaching high school English in the mid 1980s, it was common for students to be sorted neatly in levels. At my school, students were assigned to one of these four ability groups: remedial, modified, standard, and accelerated/honors. Not a bad deal for teachers in the upper two levels. However, the degree of satisfaction diminished significantly for teachers assigned to the lower two levels. Research in the 1980s on the negative effects of tracking for lower ability students made a compelling argument for a paradigm shift. Why should students be placed in substandard courses? If the purpose of a substandard course is to remediate, why do they still offer remedial or modified courses in eleventh and twelfth grades?

While we mused over those challenges, we also asked ourselves another seminal question: Why is Advanced Placement reserved for the elite? If AP English is perceived as a sound, challenging curriculum, then why do only five or ten percent of our student body participate?

By the mid 1990s, our students were all in either standard level or accelerated/honors level English. Students who needed more assistance were provided support in our resource center or in a reading enrichment course. AP, once reserved for the elite population of accelerated students, opened its flood gates to hundreds. This year, for instance, over 35% of our juniors and seniors are taking either AP Language and Composition or AP Literature and Composition. Both yearlong English courses prepare students for the AP exam and provide students with a rich, in-depth study of literature, language, and composition.

The core goal is the same: we want students to become more critical readers and more sophisticated writers; we want students to understand how language creates meaning. There. The bottom line.

But we were not done. One question remained: If the skills in both AP courses are so important, then why not introduce all our students to them? Many of the AP skills require students to be close, accurate readers and encourage them to analyze the rhetorical properties of a text and its language. These are the same expectations we hold for all our students, aren't they? The level of difficulty and sophistication might differ, but the core goal is the same: we want students to become more critical readers and more sophisticated writers; we want students to understand how language creates meaning. There. The bottom line. We want students to read carefully and be able to explain how the syntax and diction, for instance, contribute to a specified meaning. And we want them to be able to manipulate their own language to create meaningful prose.

It was these questions and realizations that prompted us to introduce various AP language analysis skills into our standard level curriculum. To achieve this goal, we began by learning more about the AP curriculum.

In the summer of 1999, a group of teachers representing both the standard level and the accelerated or honors levels met. Their students ranged from freshmen through seniors in AP, accelerated, and standard level courses. During this meeting, two objectives were set forth: (1) for freshman, sophomore, junior, and senior accelerated and AP teachers to collaborate; and (2) for the collective whole to identify core concepts and terms that would apply to both standard level and accelerated level freshmen and sophomores.

Discussing the purposes of our honors program and the sequencing of skills and experiences in our pursuit of objective one was a wonderful opportunity. At Stevenson, students have two options during their freshman and sophomore year: standard level or accelerated level. Both levels have similar curricula and skill progressions; the differences lie in rigor, depth, and some content choices. Junior and senior years offer two options as well: standard level or AP. The assumption is that the accelerated courses during the first two years will prepare students for honors level (AP) courses.

In a school of over 4,000 students where we run 15 sections of accelerated Freshman English alone, it is virtually impossible for all teachers of accelerated and AP courses to collaborate. Therefore, it was quite enlightening for teachers of all four years to share their expectations and discuss exiting skills. According to *A Guide for Advanced Placement English Vertical Teams*, "AP English should not be an isolated course but rather a planned program of teaching skills and concepts over several years . . . [and is] best achieved by the vertical cooperation of teachers working together to coordinate their teaching efforts" (2000, p. 1). While the meetings did not produce a thorough document of scope and sequence, the discourse did identify certain core expectations and acknowledged various strengths and target areas for improvement of the accelerated and honors program.

The meetings also allowed the group to identify key concepts and terms that would apply to both standard level and accelerated/honors tracks. The motivation behind this second objective was two-fold. First, the school's open-door policy encourages and empowers students to try AP courses. While some students may not be ready for the rigors or sophistication of an accelerated course, their development might warrant an upward move for the junior or even senior year. Infusing important concepts and terms into the standard curriculum better ensures a student's success in an upward level change later in his or her high school career. Second, to ensure that every student has the literacy skills and experiences necessary to be proficient in all facets of state and national standards of English/Language Arts, the bar needed to be raised in our standard level curriculum. We believe that many of the concepts indicative of the Vertical Teams document are nothing more than sound curriculum and instruction. In fact, the Vertical Teams document argues for "a philosophy that is inclusive rather than exclusive and incorporates the belief that all students can benefit from the skills taught in the program" (The College Board, p. 1).

Infusing important concepts and terms into the standard curriculum better ensures a student's success in an upward level change later in his or her high school career.

The document covered many topics for vertical teams. After discussing the merits of these topics, the group settled on the following key concepts and terms: tone, syntax, diction, imagery, and figurative language. To help systematize the endeavor, one of the leaders of this charge created a handout entitled "Freshman/Sophomore English: Introduction to Language Analysis." The purpose of the handout is to introduce students to the core concepts and terms. The assumption is that if all students receive the handout and all teachers refer to it periodically, then everyone will be ensured of instruction that exposes them to these higher order skills.

The next fall, teams of teachers created exercises that helped students work with the language of a text. Over the past three years, these exercises have been refined to reflect a scope and sequence of skills. During freshman year, standard level students are introduced to the terms and then asked to analyze passages from literature. The handout titled "Freshman English: *To Kill a Mockingbird*—Language Analysis" is organized around the terms diction, syntax, imagery, and figurative language. The prompts are very specific and guide the students through the painstaking process of language analysis. (See Figure 1.)

Sophomore year, the students are asked again to analyze passages from various pieces of literature in the curriculum in terms of diction, imagery, figurative language, and syntax. However, prompts are less specific, placing more responsibility on the students to explain how form impacts meaning.

Junior year, standard level students are asked to delve deeper into the text. The focus on form often includes technical language (i.e., why does Hawthorne embed his maid idea in a series of dependent clauses?), and the questions on meaning resemble AP-type prompts. The handout on *Their Eyes Were Watching God* illustrates the subtle yet deliberate progression of AP language skills. (See Figure 2.) The questions are very specific and quite challenging. Yet, the terminology from the AP Vertical Teams guidebook is couched in the prompts. By junior year, our standard level students are able to explain how the structure, language, and form of a passage contribute to the layers of meaning.

To ensure the success of an initiative involving the application of AP skills to a standard level curriculum, it is important to follow these guidelines. First, teachers need to see the value in such a project. If teachers had seen this initiative as only a top-down venture, then we would not have had so many willing to create

Freshman English—*To Kill a Mockingbird* Language Analysis Quiz **Name** _____
Read all of the following passages and answer the questions below each one.

Passage A

"What Jem did was something I'd do as a matter of course had I not been under Atticus's interdict, which I assumed included not fighting horrible old ladies. We had just come to her gate when Jem **snatched** my baton and ran **flailing** wildly up the steps into Mrs. Dubose's front yard, *forgetting everything Atticus had said, forgetting that she packed a pistol under her shawls, forgetting that if Mrs. Dubose missed, her girl Jessie probably wouldn't.*"

DICTION/CONNOTATION

1. Considering Jem's state of mind in this scene, why has the author probably chosen the word "snatched" instead of "took"? (1 pt.)

2. Why is "flailing" a better choice than "hitting" or "striking"? (1 pt.)

SYNTAX

3. Describe the syntax of the italicized section and explain how that syntax reflects Jem's actions and his state of mind in this scene. (2 pts.)

Passage B

"She was horrible. Her face was the color of a dirty pillowcase, and the corners of her mouth glistened with wet, which **inched** like a glacier down the deep grooves, enclosing her chin. Old-age liver spots dotted her cheeks, and her pale eyes had black pinpoint pupils. Her hands were **knobby**, and the cuticles were grown up over her fingernails. Her bottom plate was not in, and her upper lip protruded...."

IMAGERY

4. List two sensory details (images) that the writer uses to show how illness and old age has made Mrs. Dubose "horrible."

a.

b.

DICTION/CONNOTATION

5. Explain why the author might have chosen "inched" rather than "moved"? (1 pt.)

6. Why might she have chosen "knobby" instead of "deformed"? (1 pt.)

FIGURATIVE LANGUAGE

7. Find and quote an example of figurative language in the above passage. Explain what is being compared and why the comparison is appropriate or effective. (2 pts.)

Figure 1.

BEST COPY AVAILABLE

exercises and activities. Second, a clear vision needs to be articulated. In our case, teachers followed these steps: 1) collaborated between accelerated and AP teachers, 2) identified core concepts and terms for standard level and accelerated students, 3) created activities and exercises in small teacher teams, 4) refined the activities based on student performance and a greater understanding of the progression of the skills, and 5) held periodic in-services on language analysis. During the past two years, teachers have had the opportunity to learn more about how to create a progression of sorts when formulating language analysis activities. This support has informed teachers' practice. Finally, teachers need administrative support. They need to have the time and encouragement to create the exercises. Administrators also need to follow through with the endeavor to ensure that all students are given the opportunity to sharpen their reading and writing abilities. ●

Reference

The College Board. (2000). *A guide for advanced placement: English vertical teams.* New York: College Board.

Their Eyes Were Watching God **Name** _____

Read the following passage and answer the questions below specifically and thoroughly.

> So Janie began to think of Death. Death, that strange being with the huge square toes who lived way in the West. The great one who lived in the straight house like a platform without sides to it, and without a roof. What need has Death for a cover, and what winds can blow against him? He stands in his high house that overlooks the world. Stands watchful and motionless all day with his sword drawn back, waiting for the messenger to bid him come. Been standing there before there was a where or a when or a then. She was liable to find a feather from his winds lying in her yard any day now. She was sad and afraid too. Poor Jody! He ought not to have to wrassled in there by himself. She sent Sam in to suggest a visit, but Jody said No. These medical doctors wuz all right with the Godly sick, but they didn't know a thing about a case like his. He'd be all right just as soon as the two-headed man found what had been buried against him. He wasn't going to die at all. That was what he thought. But Sam told her different, so she knew. (84)

One literary critic has referred to Hurston's use of a "divided voice," an alternation of "her" literate narrator's voice and a highly "idiomatic black voice."

1. Give examples of diction in the above passage that helps create the "idiomatic black voice."

2. How does the syntax help create the rhythm of conversational black speech? Give specific examples.

3. Give examples of imagery or figurative language that helps create the "literate narrator's voice" in the above passage.

4. How does that imagery help convey Janie's impression of death?

Figure 2.

BEST COPY AVAILABLE

Book Reviews

On Writing: A Memoir of the Craft

Stephen King. 2001. Pocket Books/ Simon & Schuster (160 Gould Street, Needham Heights, MA 07458). ISBN 0-6710-2425-6. Softcover. 288 pp. US $14.95.

Reviewed by Jessica Bauer, Sinking Spring, Pennsylvania

If a glimpse into a successful writer's mind is what you crave, Stephen King's "On Writing: A Memoir of the Craft" will satisfy your appetite. King begins his book with a section titled "C.V.," short for curriculum vitae, where the reader is taken back to King's formative years. Just as teachers encourage their students, hoping to pique an interest and a lifelong love of reading and writing, King's mother provided the foundation of encouragement necessary for any good writer. Through brief and often hysterical vignettes, King welcomes the reader into his unpredictable childhood and ushers readers through the formation of one of the most famous writers of our time.

King does not believe good writers can be made, but he does seem to believe that anyone can improve. "Toolbox" is the name of the brief middle section of the book, which offers aspiring writers a figurative example of what good writers need to succeed. King recommends several components that will make any English teacher stand up and cheer, and he provides extensive examples to explain why vocabulary, what he refers to as "the bread of writing," is so important. He tells readers, "Put your vocabulary on the top shelf of your toolbox, and don't make any conscious effort to improve it." King provides extensive examples of quality excerpts from published writers to prove that it isn't how extensive your vocabulary is, but how you use it.

King also cites grammar as an important component of a writer's toolbox, but doesn't spend much time harping on what is already obvious to most of us. King obviously has writing pet peeves that echo many English teachers' own. Useful tips such as "You should avoid the passive tense," and "The adverb is not your friend" were gleaned from Strunk and White's classic *The Elements of Style* and reiterated throughout the toolbox section. King, a former high school English teacher, provides convincing examples and rationale throughout this section that should help any reader or writer differentiate between effective writing and the alternative.

"On Writing," the final section of the book, provides a clear view into the process of writing for publication. Readers will be intrigued to learn that King rarely starts with plot in mind, or even a rough outline of where the story will eventually go. King sees the story as consisting of three parts: narration, description, and dialogue, and he believes that "plotting and the spontaneity of real creation aren't compatible." Regardless of whether the reader buys his process of writing or not, his theory could provide an interesting writing assignment/experiment.

> *Throughout* On Writing, *King shows a profound respect for the craft of writing and stresses the commitment that it takes to be a good writer.*

Teachers will also appreciate King's stress on the importance of reading as a foundation for good writing. He states that "Reading is the creative center of a writer's life," and he provides a long list of places and opportunities to read that will arm any teacher with ready responses to the ever-prominent excuse of "I didn't have *time*." He finishes his spiel on reading with the idea that "the more you read, the less apt you are to make a fool of yourself with your pen or word processor," a comforting and convincing thought for any writer. King even provides an interesting reading list of all the books he has read in the last few years.

Throughout *On Writing*, King shows a profound respect for the craft of writing and stresses the commitment that it takes to be a good writer. He spends his book filling the reader's figurative toolbox with tricks of the trade and the confidence to write well. He even goes so far as to offer a writing exercise along with his e-mail address to send off to him upon completion. Fans of Stephen King, as well as strangers to his work, will appreciate the honest approach with which this book is crafted. King makes it easy for any aspiring writer to get started and states matter-of-factly, "It starts with this: put your desk in the corner, and every time you sit down there to write, remind yourself why it isn't in the middle of the room. Life isn't a support system for the art. It's the other way around."

The National Board Certification Handbook: Support and Stories from Teachers & Candidates

Diane Barone (Ed.). 2002. Stenhouse Publishers (477 Congress Street, Suite 4B, Portland, ME 04101, USA). ISBN 1-57110-349-X. Softcover. 118 pp. US $15.00.

Reviewed by Bonita L. Wilcox, Cambridge Springs, Pennsylvania

For the past 100 years, accomplished teachers received little recognition for excellence. In many communities, years of service seemed to be more appreciated than quality teaching. Often driven by ambition and dedication, accomplished teachers moved into the school principal's office or into higher education. In 1995, the National Board for Professional Teaching Standards offered National

Board Certification to teachers who demonstrated accomplished teaching practice. Today, there are over 16,000 National Board Certified Teachers.

Often, teachers in training at accredited institutions are made aware of the National Board for Professional Teaching Standards and the benefits of Board Certification before graduation. This gives them 3 years to gather expertise before deciding whether or not to apply. So, those are the first criteria: graduate from an accredited college (NCATE), possess a teaching certificate, and accumulate 3 years of teaching. The first big decision is whether you can find 200-400 hours to devote to the task. Finally, the cost of $2,300 may discourage some, while others will seek employment in a particular school because it supports teachers who apply for National Board Certification and pays the fee.

Barone's *National Board Certification Handbook* explains the process from three candidates' points of view. Readers can feel the agony and the joy in the words of these teachers as they explain their personal experiences. Diane Barone, the book's editor and a university facilitator for groups of teachers pursuing National Board Certification, included her own chapter on supporting the candidates as they move through the process. She focuses on time management, portfolio entries, videotaping, writing, and waiting. In addition, I found two very interesting bits of information in this chapter–a chart on the levels of thinking from Bloom's Taxonomy (p. 48)and a list of vocabulary words for teachers to use when writing portfolio entries (p. 55).

The reason that I found mention of Bloom and the word list so interesting is because written commentary is very important in scoring application packages. The National Board specifically defines the kinds of writing required—descriptive, analytical, and reflective. The word list, in this case written by a candidate, is divided into analyzing words, describing words, and words to extend understanding. The implication here is that choosing a word from a list can result in more precise language than taking a word out of one's head. "The point is that when we are consciously thinking about thinking words, we are able to more accurately and effectively describe our cognitive activity" (Wilcox, 2002, p.34). Furthermore, using the word list may not only help teachers to meet the writing expectations of the National Board, but also it may actually help teachers to think more analytically about their practice.

The National Board Certification Handbook certainly answers most of the questions teachers may have when considering National Board Certification. It also lists Web site resources and portfolio samples written by candidates. This is the first book I have read that seems dedicated to supporting teachers in their efforts to achieve National Board Certification.

> *Jalongo explains that drafting and editing are nothing; rather "It is that very long and difficult process in between that qualifies as writing."*

Reference

Wilcox, B. (2002). *Thinking and writing for publication*. Newark, DE: International Reading Association.

Writing for Publication: A Practical Guide for Educators

Mary Renck Jalongo. 2002. Christopher-Gordon Publishers (1502 Providence Highway, Suite # 12, Norwood, MA 02062, USA). ISBN 1-929024-39-8. Softcover. 265 pp. US $38.95.

Reviewed by Bonita L. Wilcox, Cambridge Springs, Pennsylvania

Almost all the books on the bookshelves around my computer are about writing. Some think it is strange for one to have so narrow a view, but the thing is, sometimes you need to know all you can about a particular topic. When I read *Writing for Publication: A Practical Guide for Educators*, I couldn't help but think that this author must have shelves of books on writing, too. And although the book is directed to teacher educators, classroom teachers interested in writing nonfiction and improving their craft will find this book informative and helpful as well.

Beginning with the myths of writing for publication, Jalongo answers questions with honesty and accuracy. She explains that drafting and editing are nothing; rather "It is that very long and difficult process in between that qualifies as writing" (p. 2). She tells the reader that published writers are concerned about continuous improvement, and "If you are serious about publishing your work, someday you will go to your mailbox and find an acceptance letter" (p. 200).

Chapters 2 and 3 are more personal and specific. Published writers must write for themselves, the author claims, and writers begin with their education, experience, and interests. Still, writing what you know and being honest, Jalongo suggests, is not enough; the writing must be relevant for today. Writers must continually "prime the pump." They must read for content, style, and for advice. Writers learn from other people—people who write. Chapter 3 ends with a chart that captures some important differences between the novice and the expert. For example, a novice may focus on the surface, but an expert would dig much deeper to see the big picture. Jalongo makes it easy to see the connections between writing for publication and the goals of scholarship.

Chapter 4, on strategies, discusses successful techniques for everything from selecting a topic to getting the manuscript out the door. Chapter 5

covers journals, including reasons to publish in journals, audience response, and how to draft an article. But, the reader is reminded—"the attraction of writing the professional journal article has less to do with fame and fortune and more to do with participating actively in the professional dialogue and becoming an authoritative spokesperson in your field" (p. 137). When it comes to writing a book, the topic in Chapter 6, Jalongo warns wanna-be authors that "the glamorous national book tour activity we see in the media is mostly a quiet pursuit ..." (p. 170). Again, the author seems intent on helping us to see the connection between writing for publication and scholarship.

In Chapter 7, the author points out the importance of the role of reviewers and editors as gatekeepers. The chapter explains nine basic principles for earning approval from editors and reviewers. Of course, scholars writing for publication should be more concerned with having their work "improved not approved," and these principles are insightful.

Creating impact in nonfiction writing requires "your voice, your perspective, and carefully selected details" (p. 204), Jalongo writes, as she urges us to take the plunge. But the scary part is accuracy—not only with the written language, but with our thinking. The risk of making our thinking visible is a major hurdle, but not the only hurdle. Still, this book will give you confidence and direction. It may look like just another book on writing, but it is one of the best I have read for literacy leaders. ●

CEL Exemplary Leadership Awards Announced

Dr. V. Pauline Hodges is the 2002 CEL Exemplary Leadership Award Recipient. "An exceptional teacher and professional leader," her career includes teaching at both the high school and college levels, numerous positions as author and consultant, advocacy for rural schools throughout the nation, active participation in her local NCTE affiliate, membership on several NCTE committees, and countless publications and conference presentations. Her influence on English/Language Arts moves far beyond that, however. Dr. Hodges's leadership "rests on her investment in the human element." Her leadership, knowledge, and insight have encouraged many in the field to strive for levels of excellence that might, to others, have seemed impossible. She is honored for her tireless work on behalf of rural teachers, her ceaseless drive to create new and innovative curricula, and her unfailing commitment to the mission of NCTE and its affiliates. She has been described as "a marvelous teacher, an innovative leader, an energetic mentor, and a passionate supporter of the English language arts." As the third recipient of the CEL Exemplary Leadership Award, Pauline Hodges joins Jim Burke and Wendell Schwartz as leaders worthy of this special recognition.

Mary Ellen Thornton has been named the 2002 CEL Exemplary Leadership Award Honoree. Her work with NCTE and with CEL is legendary. For more than 20 years, Mary Ellen Thornton has been one of the driving forces in the organization, serving as membership chair, member-at-large, associate chair, chair, and past chair. In addition, she has represented CEL on the National English Standards project and undertaken the compilation of CEL's history. Professionally, Mrs. Thornton has served as associate professor of English, elementary school principal, middle school dean of instruction, supervisor of English for grades 6-12, and teacher of both English and journalism. She has received numerous honors for her work on behalf of her students and her faculty. Mrs. Thornton's outstanding work in the English language arts, as well as her dedication to NCTE and CEL, deserve particular acclaim.

Call for manuscripts for "Stories of Teaching and Learning"

ELQ is seeking manuscripts for the April 2003 issue, "Stories of Teaching and Learning." Most everyone loves a story, and perhaps that is why most teachers are storytellers. Not only do we learn from hearing and reading stories, but we learn from telling and writing stories. Sometimes, we invent a story to illustrate an idea or concept, and other times we share an interesting anecdote. "The advantages of writing nonfiction in 'story' form are many. You get the reader involved. You make the reader want to know what happens next. You get the reader closer to the action or the personalities that you portray. And, perhaps, you even come a little closer to 'truth' " (Cheney, T. *Writing Creative Nonfiction*, Cincinnati, OH: Writer's Digest Books, 1987, p. 6). Try your hand at writing some creative nonfiction and share your stories of teaching and learning with other leaders in English Language Arts. **(Deadline: December 30, 2002)**

Also, if you are interested in serving as Guest Editor for an issue of *English Leadership Quarterly*, please contact Bonita Wilcox for details.

BEST COPY AVAILABLE

Call for Manuscripts/ Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful teaching and learning activities are always welcome. Book reviews, software reviews, and Web site reviews related to the themes of upcoming issues are encouraged.

Surveys of our readers reveal a variety of topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

February 2003 (deadline October 15, 2002)
Leadership and Professional Development

April 2003 (deadline December 30, 2002)
Stories of Teaching and Learning
(see call, p. 15)

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, as traditional double-spaced typed copy, or as e-mail attachment. A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year. Send articles and inquiries to Bonita Wilcox at P.O. Box 142, Cambridge Springs, PA 16403; e-mail: jwilcox@toolcity.net; phone: (814) 398-2528. ●

CEL EXECUTIVE COMMITTEE

Chair
Rick Chambers
Ontario College of Teachers
Toronto, Ontario
Canada

Associate Chair
Rudolph Sharpe
Mannheim Township School District
Lancaster, Pennsylvania

Past Chair
Louann Reid
Colorado State University
Fort Collins, Colorado

Corresponding Secretary
Bil Chinn
Edmonton Public Schools
Edmonton, Alberta
Canada

Membership Chair
Jolene Borgese
Educational Consultant
West Chester, Pennsylvania

Nominating Committee Chair
Helen Poole
Westfield High School
Westfield, New Jersey

Nominating Committee Associate Chair
Wanda Porter
Kamehameha Secondary School
Honolulu, Hawaii

2002 Program Chair
Lela DeToye
Southern Illinois University
Edwardsville, Illinois

2003 Program Chair
Debbie Smith McCullar
Dean Morgan Junior High
Casper, Wyoming

Members-at-Large
Jennifer Abrams
Palo Alto Unified School District
Palo Alto, California

Robert Infantino
University of San Diego
San Diego, California

Robin B. Luby
Grossmont High School
La Mesa, California

David Noskin
Adlai E. Stevenson High School
Lincolnshire, Illinois

Tom Scott
Menomonee Falls School District
Menomonee Falls, Wisconsin

Kathleen Siegfried
Bordentown Regional School District
Bordentown, New Jersey

Liaison to NCTE Secondary Section Committee
Willa Mae Kippes
Valley High School
Gilcrest, Colorado

Liaison to Conference on English Education
Karen Smith
Arizona State University
Tempe, Arizona

Staff Liaison
Dale Allender, NCTE

ENGLISH LEADERSHIP Quarterly

Conference on English Leadership
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096

Nonprofit
Organization
U.S. Postage
PAID
National Council of
Teachers of English

BEST COPY AVAILABLE

ENGLISH LEADERSHIP Quarterly

CEL Leadership for Excellence

Conference on English Leadership

▶ IN THIS ISSUE

Integrating Technology

Bonita L. Wilcox, editor

Whenever we discuss possibilities for "integrating technology" into our classrooms, there is an underlying assumption that we have the know-how to do it. But knowledge and skill in technology are not givens; they must be mastered. In accordance with the Professional Standards set by The National Council for Accreditation of Teacher Education, newly graduated teachers should "be able to integrate technology into instruction effectively" (NCATE, 2002, p. 4). Unfortunately, technological literacy was not a requirement for many seasoned teachers, and for the more mature among us, the technological learning curve can be overwhelming. Therefore, those who have the teaching expertise may not have the technological know-how, and those who have the technological know-how may not have the teaching expertise.

In addition to knowledge and skills, many of us need an attitude adjustment when it comes to technology. "Computers, the Internet, and the World Wide Web are the most powerful information and knowledge tools now available" (Boettcher & Conrad, 1999, p. v). But we may not be convinced that "integrating technology" is a better way to teach and learn. The quickest way to change our thinking about technology is to learn more about it. I took a couple of online courses and reviewed courses others were teaching online. Even then, I was not convinced that technology improved teaching and learning, although I did begin to see possibilities. I designed a couple of online lessons for my students with the help of *Teaching with the Internet: Lessons from the Classroom*, now in its third edition (Leu & Leu, 2000). I found that learning digitally is not for everyone, but as a teaching and learning tool, technology certainly has potential.

One of my online teachers wrote, "To learn more about online learning, teach a course yourself online" (Draves, 2000, p. 35). Technology demands that we be risk takers, and when the opportunity came to design an online course, I decided this was a good time to develop some technological expertise. Of course, the challenge was great, and I was fortunate to have a colleague who loved technology. We began with an existing course and moved it, bit by bit, to an online environment. Our concern was not on "connecting technology to the curriculum or on teaching technology as a skill," but rather on integrating technology to increase learning and improve teaching" (Wilcox & Wojnar, 2000, p. 1). We decided that "[w]hen technology is truly integrated into instruction, the whole is greater than the sum of the parts" (p. 14). Aside from learning course content, our students reported that they gained experience in monitoring and managing their own learning, as well as gaining skills in computer literacy.

Exploring the pedagogical potential of an online course may not be a priority for busy teachers, but integrating technology is essential for teaching and learning in the Information Age. Find some good books on instructional technology, and make friends with that new teacher down the hall. Share your expertise. There is benefit in working in pairs, espe-

INSIDE

A New Educational Paradigm 2
by Ronald T. Sion

Preparing Teachers to Use Technology in the Classroom: A Formula for *SUCCESS* 4
by Lawrence A. Tomei

Why PowerPoint? 7
by Jim Walker

Book Review: 8
Teaching Digitally: A Guide for Integrating Technology into the Classroom
[reviewed by Bonita L. Wilcox]

Call for Manuscripts 9

2002 CEL Election Slate 10

NCTE National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096

Volume 25, Number 2 • October 2002 • Editor: Bonita L. Wilcox

BEST COPY AVAILABLE

cially if one of the two is technologically well informed. In the meantime, take a look at Ronald Sion's article on "A New Educational Paradigm," or read Lawrence Tomei's *success story* on helping teachers use technology. Finally, Jim Walker's article offers suggestions for getting started with PowerPoint. Articles are followed by a book review of Tomei's *Teaching Digitally: A Guide for Integrating Technology into the Classroom.* ●

References

Boettcher, J., & Conrad, R. (1999). *Faculty guide for moving teaching and learning to the Web.* Mission Viejo, CA: League for Innovation in the Community College.

Draves, W. (2000). *Teaching online.* River Falls, WI: LERN.

Leu, D. J., & Leu, D. D. (2000). *Teaching with the Internet: Lessons from the classroom* (3rd ed.). Norwood, MA: Christopher-Gordon.

NCATE. (2002). *Professional standards for the accreditation of schools, colleges, and departments of education.* Washington, DC: National Council for the Accreditation of Teacher Education.

Wilcox, B., & Wojnar, L. (2000, August). Best practice goes online. *Reading Online,* 4(2). Available from the International Reading Association at http://www.readingonline.org/index/index_index.asp

A New Educational Paradigm

Ronald T. Sion, Saint Raphael Academy, Pawtucket, Rhode Island

In Dava Sobel's admirable biography of Galileo Galilei, she writes of Galileo's inquisition before the Church authorities in 1633 that although there was one trial: ". . . it seems there were a thousand—the suppression of science by religion, the defense of individualism against authority, the clash between the revolutionary and the establishment, the challenge of radical new discoveries to ancient beliefs . . ." (1999, p. 232). An analogy could be drawn in today's educational climate where technology, in the form of computer-assisted instruction or digital education, is on trial by the pedagogical establishment. Rather than view it as a heretical trend that, like Galileo, can be placed under house arrest in hopes that it will go away, educators should be forewarned that the very nature of education has changed as a result of computer technology.

Like the *turning point* in a Shakespearean tragedy, the interfacing of the computer with the classroom was an irreversible act that has and will forever change the very essence of both teaching and learning. Irreversible actions are those that, once initiated, follow an inherent course of action. McClintock provides the example that one cannot grow younger (1988). In this sense, a frontier is what is crossed when an irreversible action commences. Like Galileo's inquisitors, there are educators who still resist the educational shift that has taken place in their midst, but this is to no avail.

Digital education has marked the demise of the industrial model that had operated in schools for well over a hundred years. The new paradigm, according to Carl Raschke, is a *transactional* one (1999). In form, it is commonly called the age of information or cyberspace, but in substance, the *transactional* paradigm has transformed teaching and learning. Raschke goes on to explain that this new model no longer views teaching and learning as separate entities in the acquisition of knowledge. Computer-assisted instruction, files, hyperlinks, distance education, and the very nature of the Internet foster a spirit of exploration and experimentation. As a result, the curriculum is no longer in the sacred control of the

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

It is the policy of NCTE in its journals and other publications to provide a forum for the open discussion of ideas concerning the content and the teaching of English and the language arts. Publicity accorded to any particular point of view does not imply endorsement by the Executive Committee, the Board of Directors, or the membership at large, except in announcements of policy where such endorsement is clearly specified.

English Leadership Quarterly (ISSN 0738-1409) is published quarterly in August, October, February, and April for the Conference on English Leadership by the National Council of Teachers of English.

Annual membership in NCTE is $40 for individuals, and a subscription to *English Leadership Quarterly* is $18 (membership is a prerequisite for individual subscriptions). Institutions may subscribe for $36. Add $5 per year for Canadian and all other international postage. Single copy: $10 (member price, $6). Remittances should be made payable to NCTE by check, money order, bank draft in United States currency, or credit card (call NCTE toll-free at 877-369-6283).

Communications regarding orders, subscriptions, single copies, and change of address should be addressed to *English Leadership Quarterly,* NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. Communications regarding permission to reprint should be addressed to Permissions, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. POSTMASTER: Send address changes to *English Leadership Quarterly,* NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096.

NCTE's Web site: www.ncte.org

Editor: Bonita L. Wilcox. NCTE Editing and Production: Carol E. Schanche. Designer: Pat Mayer. NCTE Managing Editor for Journals: Margaret Chambers.

Copyright © 2002 by the National Council of Teachers of English. Printed in the U.S.A.

BEST COPY AVAILABLE

instructor; the learning space has changed, and interactive activities, assessments, and instructional techniques have replaced the antiquated standard. The explosive, individualized character of digital instruction can, therefore, be viewed as "the final frontier of knowledge" (Raschke, 1999).

If the reader accepts this premise, then it is crucial that all teachers incorporate computer technology into classroom instruction. One is always limited to the resources available at the school where one teaches, one's own technological expertise, and the socioeconomic status of the student population. Over the past five years, however, I have witnessed a significant commitment on the part of my school (as well as other schools within the region) to provide teachers with seminars in the use of computer technology, and to try sincerely to make computer hardware and software more accessible to both students and teachers. In addition, according to the unsophisticated surveys that I have taken each year in my English classes, there has been an increase in the number of students who have personal computers with Internet access at home: 42% in 1995 to 96% in January of 2002. What, then, has this writer done in his teaching experience to adapt to this new paradigm?

Initially there was simply the design of courses to utilize the computer as a word processing tool. Then there was the use of the computer lab for Web and library searches in the writing of reports. Multimedia presentations in the classroom were then initiated for instruction in the writing of the research paper, and software programs were utilized for teaching content and skills. Last year, computer technology was used in student-constructed PowerPoint presentations. This school year, all projects, homework assignments, and file attachments associated with my English and Humanities classes are listed on Web pages. Students who are absent from a class no longer need to ask what they missed—it's online.

Eight times this semester I took my classes to the computer lab to access the classroom page where a project was explained. With no verbal instruction on my part, students read the posted instructions, connected to designated Internet sites, and downloaded information that was followed by a written assignment. These Web pages display: outstanding student projects through the use of a scanner and/or digital camera; extra-credit trivia quizzes for students who care enough to access the site on their own time; and study guides before quizzes or tests that provide academic assistance to students in need without usurping valuable classroom time. Next year, students will be introduced to a multimedia hyper-studio program for a major assignment. In all cases, I have been cognizant of pupils who do not have computers available to them at home. This is remedied by providing time frames for the assignments that allow students to access the material before or after school, in the library, and/or during a study period. In exceptional cases, I have also provided hard copies of the Web information.

With all of my instructional work done in advance, I am able to spend class time facilitating my students' use of the Web—a critical function. . . . students are more excited and involved in this process than they are when listening to the veritable sage on the stage.

In all of these instances, there was a learning curve while I became acquainted with the technology. Admittedly, the amount of time I have spent at the computer screen developing sites is significant. In many ways, the projects I place on the Internet are akin to taped classes. With all of my instructional work done in advance, I am able to spend class time facilitating my students' use of the Web—a critical function. After all, the information alone—if not analyzed, interpreted, absorbed, synthesized, and/or properly applied—can be useless. Even in the worst of cases, however, students are more excited and involved in this process than they are when listening to the veritable *sage on the stage*.

The premier of *Sesame Street* may be considered the point at which the science of education really began to involve an interactive learner, and it certainly inspired a revolution. About the same time (1979–1984), computer technology was undergoing remarkable changes. Think of how far it has come in such a short period? Imagine the possibilities for the future?

Seymour Papert indicated some time ago that computers could be used to convey thinking skills effectively to students. He explained that students could gain insights into how steam engines work by manipulating toy steam engines, but that alone would not teach them how to visualize the internal workings of the engine. The computer, with graphics, can do just that—it can be used to teach how to think in images. Imagine its limitless applications to all of the multiple intelligences including verbal, logical/mathematical, and spatial aptitude! Programming can be used to teach the process of thinking itself. Twenty years ago, Papert prophetically visualized the replacement of formal classroom instruction and the advent of teaching without a curriculum (1980).

We, teachers of today, figuratively stand next to Galileo by exploring new regions through an instrument of amplification—the computer. We can choose to ignore what we see or recognize the momentous possibilities. Even though we may resist and stumble along the way, the new

BEST COPY AVAILABLE

technological age holds two distinct advantages for today's student: (1) Learners will certainly be more actively involved in the learning process, and (2) that process, by its very nature, will allow for abundant flexibility and limitless variety. ●

References

McClintock, R. (1988). Marking the second frontier. In R. McClintock (Ed.), *Computing and education: The second frontier* (pp. vii-xiii). New York: Teachers College Press.

Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas.* New York: Basic.

Raschke, C. (1999). The age of transaction and the scene of digital learning. *Syllabus, 13*(4): 14-17.

Sobel, D. (1999). *Galileo's daughter.* New York: Walker.

Preparing Teachers to Use Technology in the Classroom: A Formula for *SUCCESS*

Lawrence A. Tomei, Duquesne University, Pittsburgh, Pennsylvania

Take 365 days of synergy and add 16 competencies, 100 percent cooperation, 2 skilled professionals, 5 parts commitment, 4 components of extracurricular teacher participation, and mix in a single measure of showcase, and you have the essential ingredients for *SUCCESS*.

During the academic school year 2000–2001, three schools in Western Pennsylvania joined forces with the Vira I. Heinz Foundation to create a formula that would make a demonstrable difference in how teachers are prepared to use technology and, ultimately, how students learn using these instructional tools.

The Formula for *SUCCESS*

The underlying development of the yearlong project was based on a concept for *Understanding by Design* (Wiggins and McTighe, 1998) known as the Backward Design Model. Simply stated, when designing any instructional program, it is best to begin with the desired results. For teachers and technology, that's simple: what should students know about technology before they graduate from elementary school and high school on their way to the job market or college? The answer was ***SUCCESS***, an acronym that stands for the following:

- Synergy
- Uniform Competencies
- Cooperation
- Commitment
- Extracurricular Professional Development
- Skilled Professionals
- Showcase

OK, so ***SUCCESS*** as an acronym is a little bit of a stretch (especially the "U"), but every educator needs a slogan and every school seeking to integrate technology into their curriculum needs ***SUCCESS***.

> *When designing any instructional program, it is best to begin with the desired results. For teachers and technology, that's simple: what should students know about technology before they graduate from elementary school and high school on their way to the job market or college?*

Synergy

Integrating technology is a team effort and a governing executive committee is pivotal to continued performance excellence. For the seven-person Executive Committee, that meant weekly budget reviews, monthly committee meetings, quarterly status updates, and a final annual report. For participating principals and teachers, the goal of infusing technology became a permanent agenda item for weekly staff meetings and periodic inservice programs. For their technology coordinators, instructional technologists, and resource advisors, the exchange of ideas via email and immediate responses to teacher requests for assistance were crucial. ***SUCCESS*** requires a yearlong effort to realize the objectives of the program.

Uniform Competencies

The interplay among schools was paramount. The consortium included an elementary school, a high school, and a university that are actually feeder schools for one another. The participating elementary school is located adjacent to the city of Pittsburgh. Many of its graduates choose to attend a local secondary school after finishing eighth grade; those seniors, in turn, quite often choose our university (less than 5 miles from their campus) as their alma mater. It made sense to explore a program for integrating technology that would allow us to track student progress throughout their academic careers.

In support of uniform competencies, the partners formalized a set of 16 standards for their graduates. The technical skills and competencies expected of eighth graders and high school seniors are available at http://www.duq.edu/~tomei/TRETC/handouts.htm (Tomei, 2002). These standards indeed reflect requirements established by the State of Pennsylvania (Academic Standards for Science and Technology, 2001,

and Academic Standards for Reading, Writing, Speaking, and Listening, 2002), national and international instructional technology organizations (National Standards for Technology in Teacher Preparation, 2001) and most of the content area councils that consider technology a viable instructional strategy (Expectations of Excellence: Curriculum Standards for Social Studies, 1994; Principles and Standards for Mathematics, Standards 2000 Project; and, Matrix of Competencies, IRA, 2002).

For eighth graders, preparing for secondary class work means operating the hardware, software, and networking elements of a multimedia computer with productivity software that includes word processing, database applications, graphics, and communications. They must grasp technology as a tool for research, personal communication, and classroom presentation. Secondary schools now expect incoming ninth-grade students to both demonstrate and model these competencies in the classroom before arriving for their fall freshman classes.

High school students must master a set of more complex skills before beginning college. Use of multimedia is expected as well as advanced knowledge and skills in office productivity and communications tools. In addition, graduating seniors should be familiar with programming languages, management information concepts, and the social, legal, and ethical aspects of technology. Universities expect this level of technical competency from incoming freshmen and often allow students to "challenge out" of first-semester core computer classes.

Cooperation

It is hard to achieve 100 percent cooperation in any endeavor, but it is important that all participants in the *SUCCESS* program feel a sense of ownership and responsibility for the integration of technology into their curriculum. In addition to teachers, a list of critical players identified by Larry Anderson of the National Center for Technology Planning (Guidebook for Developing an Effective Instructional Technology Plan, 1999) includes the school's principal, technology coordinator, business manager, and technology committee members, plus parents and students. For many schools, significant others include district administrators, curriculum designers, and planners; community, corporate leaders, and school board members; and school alumni.

Commitment

Every teacher must be trained in the specific technologies they are expected to use. Training was conducted during the summer when the stress of everyday classroom teaching could be placed on hold. From the outset, teachers knew that their time was valued. To accomplish our goal, the Set of 5's was implemented. To begin, each teacher in the workshop was given a *$500* stipend for attendance and participation. Second, the program set teachers up for success by offering a *five*-day workshop in the teachers' own school computer labs. Program leaders recognized that teachers become comfortable with their own machines during the school year and visit their labs much more often. See the workshop objectives at http://www.duq.edu/~tomei/heinz/homepage/ (Tomei, 2002). Third, the participants were introduced to *five* technology tools critical to the development of instructional materials by classroom teachers: word processing, graphics presentations, Web page design, spreadsheets, and paint/draw utilities (Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2001). Teachers were taught the same suite of software available on their own school computers. Finally, teachers created *five* prototype documents during the workshop. These teachers created instructional materials that had immediate application in the content areas they taught every day. Together, the stipend, workshop, tools, and prototypes bonded the faculty and ensured that everyone stayed on task.

It is hard to achieve 100 percent cooperation in any endeavor, but it is important that all participants in the SUCCESS *program feel a sense of ownership and responsibility for the integration of technology into their curriculum.*

Extracurricular Professional Development

Following the summer workshop, four teachers (two from each participating school) were selected to complete Duquesne University's intensive instructional technology program. The core courses that comprise the program begin in the fall semester with one course, continue with two courses in the spring, and finish with two courses the following summer. The teachers received a Certificate in Instructional Technology and qualified for state certification as an Instructional Technology Specialist (General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs, 2001). They agreed to remain in their respective schools for two years following completion of the program to serve as teacher resources and inservice instructors. If they choose to apply their credits toward a master's degree, they may complete their graduate studies with an additional five courses.

Skilled Professionals

Two technology experts were hired at the outset of the program to assist teachers in developing technology-rich curriculum materials. Each professional was paid a stipend for 6 hours a week per school and operated

BEST COPY AVAILABLE

under the direction of the school principal. They met weekly to discuss faculty progress and areas needing attention. Their schedules were such that teachers could rely on access during regularly scheduled "prep" periods with face-to-face, telephone, or e-mail assistance. Teachers could also count on these professionals to have a grasp of the basic principles of teaching and learning. The use of skilled technology professionals was a critical element in the success of this yearlong effort. Teachers want to know someone is there to help.

Showcase

Annually, Duquesne University sponsors a student technology showcase with exhibits, demonstrations, and even some nice prizes. For the 2001 showcase, teachers were asked to demonstrate the results of their lesson development efforts. Showcasing is an important avenue for sharing the products of *SUCCESS* with neighboring districts and schools considering the integration of technology.

Conclusions

The first year of the Vira I. Heinz Endowment was an unqualified achievement. Some 40 teachers now use technology as a routine teaching strategy in their classroom. Many readily acknowledge that without *SUCCESS*, they would never have attempted to master these necessary technology skills. Furthermore, they know what is expected of their own students and that they must at least match their protégés' level of understanding. More important, their students find themselves responsible for exhibiting a measurable level of technical competence before graduation. The temporary costs of skilled professionals are quickly replaced with competent and certified instructional technology teacher-specialists to ensure the program's legacy. Showcasing results excites colleagues and peers throughout the district.

A graphic representation of the *SUCCESS* timeline is presented in Figure 1. The program begins with executive sessions in early summer to schedule the teachers' workshop. Immediately following the August workshop, the most promising participants are selected for the certification program that begins later that month. Teachers are expected to work on the instructional products created during the summer and hone them for classroom presentations following return from the holiday break in January. The best presentations are selected for the showcase event in March. The program concludes in June/July by returning qualified teachers to replace the professionals who have supported the teachers throughout the year.

Many readily acknowledge that without SUCCESS, *they would never have attempted to master these necessary technology skills. Furthermore, they know what is expected of their own students and that they must at least match their protégés' level of understanding.*

The Foundation was so impressed with our attention to stewardship that the consortium of schools was funded again in 2001–2002 and most recently for 2002–2003. The second year involves even more schools, a complete set of technology competencies scaffolding from grades K–12, and new certifications for teachers in at least three additional inner-city schools. The third year will integrate video technology among the participating schools to further enhance the K–12 curriculum.

To find out more about the *SUCCESS* program and to receive periodic updates of the second and third years' efforts, contact the author at tomei@duq.edu.

Referenced Web Sites

International Reading Association. (2002). Standards for reading professionals: Matrix of competencies. http://www.reading.org/advocacy/standards/

ISTE Accreditation and Standards Committee. (2001). National standards for technology in teacher preparation. http://www.iste.org/standards/ncate/index.html

National Center for Technology Planning. (1999). Guidebook for developing an effective instructional technology plan. http://www.nctp.com/guidebook.cfm

National Council for Accreditation of Teacher Education. (2002). Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education. http://www.ncate.org/

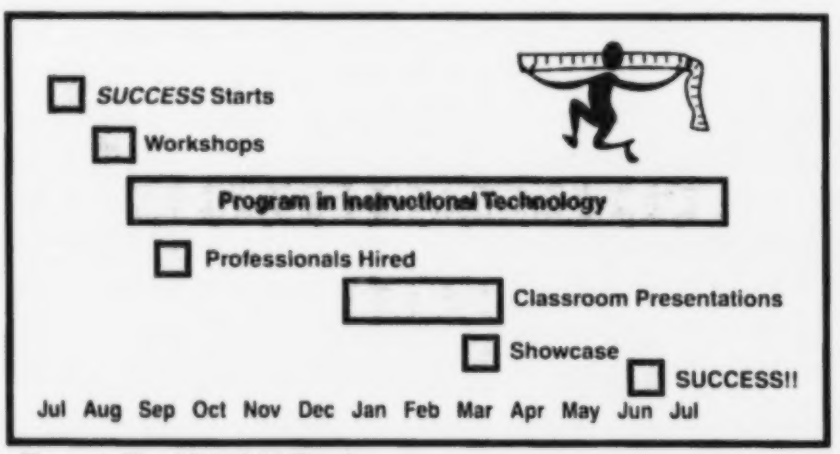

Figure 1. The *SUCCESS* Timeline

BEST COPY AVAILABLE

National Council for the Social Studies. (1994). Expectations of excellence: Curriculum standards for social studies. http://www.socialstudies.org/standards/

National Council of Teachers of Mathematics. (2000). Principles and standards for mathematics: Standards 2000 project. http://standards.nctm.org/document/prepost/project.htm

Pennsylvania Department of Education. (2001). Academic standards for science and technology (22 PA Code, chap. 4, Appendix B). http://www.pde.state.pa.us/stateboard_ed

Pennsylvania Department of Education. (2001). General standards and specific program guidelines for state approval of professional educator programs. http://www.teaching.state.pa.us/teaching/lib/teaching/354guide.pdf

Pennsylvania Department of Education. (2002). Academic standards for reading, writing, speaking, and listening (22 PA Code). http://www.pde.state.pa.us/stateboard_ed

Tomei, L. A. (2002). Duquesne University School of Education. http://www.duq.edu/~tomei/ ●

Reference

Wiggins, G., & McTighe, J. (1998). *Understanding by design*, Alexandria, VA: Association for Supervision and Curriculum Development.

Why PowerPoint?

Jim Walker, BYU-Hawaii, Laie, Hawaii

Integration of technology into supervisory functions as well as classroom instruction may be one of the most important steps a department head, principal, or other administrator can take to magnify leadership possibilities. Although not a panacea, opening the door to greater expertise in technology may substantially enhance alternative teaching approaches while at the same time offering increased efficiencies in additional areas ranging from grade computation to leadership presentations. There are many areas for potential discussion, but the focus of this short essay is to encourage English faculty to develop PowerPoint expertise and take advantage of its many valuable applications.

For the administrator, skillfully crafted PowerPoint presentations have impact. They hold the attention of the audience and impose a strong sense of structure on instructional sessions and meetings. Even more significant, however, would be the value to any department of developing a cadre of informed, technologically enabled faculty capable of creating and employing PowerPoint presentations in classrooms.

PowerPoint is not a new technology, but it has been overlooked by many in the Humanities. Some see it as a device only for business presentations, while others may have a touch of technophobia or simply don't see how it could be useful for their English classrooms. The main drawback appears to be a simple lack of familiarity with how to create and present the product of the technology. Having said that, I must admit that many teachers are not only familiar with PowerPoint, they have successfully employed it as part of their teaching. The vast majority, however, have not, and it is unfortunate that such a potentially valuable instructional tool languishes when it is so accessible to all of us.

Getting Started

PowerPoint offers its own online tutorial, but it is exhausting and seems interminable, at once providing helpful information and frustrating detail, thus discouraging the neophyte. A useful alternative, and one that would provide meaningful purpose from the standpoint of a department head looking to upgrade faculty's capacities, would be to set up a brief series of hands-on instructional meetings under the direction of the department's resident computer expert or preferably a professional from outside the department. Four to six one-hour tutorials spaced weekly should establish sufficient background to allow participants to create preliminary presentations of their own and whet their creative appetites. At the outset, the instructor could demonstrate personal examples of successful PowerPoint applications in English teaching that demonstrate the program's utility, possibly even employing a live class. This procedure should facilitate a major goal of the program—having participants prepare and present their own mini-units to their peers at the close of the workshop sequence. Such sharing would demonstrate some level of mastery of the program and could expose individual faculty members to techniques and devices they may not have considered previously. It could also provide positive reinforcement for those who have completed the assignment and confirm just how accessible such skills are to those who might remain reluctant.

A faculty member with sufficient expertise might be enticed to assume the role of department technology officer or facilitator by the offer of a load adjustment. Such a position might call for periodic workshops in grading programs, for example, with pre-set on-call hours for assisting other faculty problems or questions. To ensure the technology officer is not exploited, however, it would be necessary to place strict limits on availability; faculty must understand that this person is there to assist with problems as they learn, not to create or run the programs for them.

PowerPoint versus Overheads

Many of us have traditionally used overheads to present concepts with context and focus. Overheads communicate greater preparation and keep students more engaged than writing on the board, where time is wasted and details can be missed. But PowerPoint offers all the advantages of overheads and much, much more. The beauty of PowerPoint lies in its interactive quality. Unlike the overhead, PowerPoint permits controlled, progressive display, eliminating the need to cover up sections of an overhead to withhold exposure to a forthcoming concept. PowerPoint allows you to reveal individual lines with the click of a mouse and offers alternative colors that can be pre-programmed and altered instantly at the discretion of the program's creator. Its background frames are ready-made, stylish, eye-catching, professional looking, and available at a touch; like an innovative and imaginative theater set, they often win over the audience even before the presentation's details appear. In addition, PowerPoint's sound option, although sometimes merely a diversion, can both delight and instruct an audience, two keys in holding their attention.

It is PowerPoint's capacity for animation, however, that most distinguishes it from the limitations of the overhead. PowerPoint not only offers simple inclusion of an extensive assortment of clip art, more experienced masters will also learn to include audio/visual clips as a further refinement in animation. Also available are animation features such as zoom, fly, crawl, and swivel; these can be tried on very much like trying on clothes—just to see what works. The preview feature allows a quick look at the proposed "slide" in its progressive animation, and adjustments to such elements as order, placement, and nature of the animation can be easily made. The combination presents a striking vehicle for attracting student interest while framing key concepts in much the same way as overheads do.

> *I realized that many students would be learning to work with PowerPoint at an early age. Why not enhance student involvement by offering students the option of learning PowerPoint basics from their teacher?*

One final consideration is that students usually want to pick up on this technology for themselves if they have not already done so. When my brother told me that his twelve-year-old daughter was using PowerPoint for a class presentation, I realized that many students would be learning to work with PowerPoint at an early age. Why not enhance student involvement by offering students the option of learning PowerPoint basics from their teacher? Having them prepare their own presentations for the class would allow them to demonstrate to peers knowledge and skill in both computers and subject matter content.

Nuts and Bolts

You'll need two basic components to begin: an adequate projector and a laptop computer, preferably one with Zip disk capacity, on which PowerPoint software has been installed. Once these are in place, you're ready. A cautionary note, however: your projector must have SVGA capacity, fairly expensive hardware if these are not already available from your media department. Projectors typically run between $2,000 and $7,000, depending on what sorts of bells and whistles are ordered. In addition, the greater the storage capacity of the disk, the more functional the possibilities on PowerPoint. Consequently, always use the higher capacity Zip disks if possible, even though a floppy may be used if absolutely necessary.

Given the enormous potential for enhancing variety in classroom instruction, let alone the possibilities for presentations at department meetings, PowerPoint expertise looks like a fundamental skill for any English teacher or administrator truly serious about integrating technology into the educational process. ●

Book Review

Teaching Digitally: A Guide for Integrating Technology into the Classroom

Lawrence A. Tomei. 2001. Christopher-Gordon (1502 Providence Highway, Suite 12, Norwood, MA 02062, USA). ISBN 1-929024-27-4. Softcover. 288 pp. US $36.95.

Reviewed by Bonita L. Wilcox
Cambridge Springs, Pennsylvania

Computers in Education was an innovative graduate course at the teachers college I attended in the sixties. The lab was full of Tandy TRS-80 computers, and each student had a large floppy disc. Success was determined by a final presentation showing evidence of newly honed skills. I wrote a short program in Basic to continually generate haiku. Wow! I was well on my way to computer literacy, or so I thought. Those were the days before the Internet, Zip disks, CD-ROMs, e-mail, eBay, and Microsoft Office. Today, even though I am amazed at things I can do with my computer, I find myself constantly trying to keep up with new technol-

ogy for teaching and learning. *Teaching Digitally: A Guide for Integrating Technology into the Classroom* offers a step-by-step approach for teachers like me who wish they knew more about using technology as an instructional tool.

Tomei begins with an explanation of instructional technology and a short introduction (perhaps a review for some) on differences in navigating Macs and Windows-based systems. Then, in chapters 3, 4, 5, and 6, he shows the reader how to find resources on the Web, how to develop professional-looking classroom documents with word processing, how to create visual presentations with graphics, and how to design a classroom Web homepage. The author makes these tasks easy with computer screens and examples. Chapters 7, 8, 9, and 10 are a little more difficult because the focus moves from the "how to" of technology to "multimedia-rich, student-centered lessons."

Readers will be delighted to see how easy it is to create a "HyperBook Lesson" with links to resources on the Internet, and an "Interactive Lesson" with sounds, images, and video. The "Virtual Tour Lesson" is more challenging, requiring a little more advanced knowledge and skill to prepare and to use. With the virtual tour lesson, students not only practice using technology skills, but thinking skills are intentionally built into the lesson as students explore new content material. Finally, readers will appreciate the last chapter dedicated to self-assessment, the CD-ROM with plenty of examples, and the glossary of terms. Everything you need to integrate technology is here, except a computer and a risk-taking attitude.

This brings us to the most exciting feature of this book—readers begin with what they know, learn at their own rate, and check their own progress. . . . So in the end, this book is not about technology, but about teaching and learning using technology as a tool.

I know many teachers who are computer savvy. Others have minimal word processing skills and use e-mail. Some seem able to do many advanced tasks even though they never took the time to learn the basics. This brings us to the most exciting feature of this book—readers begin with what they know, learn at their own rate, and check their own progress. This is built into all the lessons and modeled throughout the text. Teaching and learning are individualized. So in the end, this book is not about technology, but about teaching and learning using technology as a tool.

This text was written especially for teachers—with differing levels of computer savvy, in all grades, in any curricula. The author maintains a Web site, free to interested teachers, with a list of current best Web sites for educators, private chat rooms, and a bulletin board. When it comes to teaching and learning, whether you are an expert or a novice, "best practice" these days requires the use of technology. *Teaching Digitally: A Guide for Integrating Technology into the Classroom* may not turn you into a technological wizard, but it definitely will help you prepare lessons for the 21st century. ●

Best *ELQ* Article Award

CEL's 2002 *ELQ* Best Article Award winner is Dr. Josh M. Slifkin. Dr. Slifkin teaches ninth- and twelfth-grade creative writing at Taylor Allderdice High School in Pittsburgh, Pennsylvania.

Call for Manuscripts on "Best Practice in English Education"

English Leadership Quarterly is seeking manuscripts for the August 2003 issue, "Best Practice in English Education." Deborah Meier writes, "Finding consensus among the many voices in school reform—about not only what constitutes 'best practice' but the cultural norms required if schools are to seek new and more effective ends—is no easy task" (Daniels, Bizar, & Zemelman, *Rethinking High School: Best Practice in Teaching, Learning, and Leadership*, Portsmouth, NH: Heinemann, 2001, p. xi). Sharing our reflections on "best practice" helps to build a knowledge base for more thinking and learning. What ideas do you have about "best practice" in teaching and learning? Whether you teach methods courses to teachers or English language arts to the younger set, you know what works best with your students. **(Deadline: April 15, 2003)**

BEST COPY AVAILABLE

2002 CEL Election Slate

Candidates for Associate Chair

Victor Jaccarino, lead chairperson of English, Herricks High School, New Hyde Park, New York; adjunct professor, Hofstra University; VP New York State English Council (NYSEC); educational consultant. **Formerly:** Teacher of English; president, NYSEC; program chair (NYSEC); associate chair, Spring NCTE Convention 2000; CEL member-at-large; president, Long Island Language Arts Council (LILAC); trainer, NY English Regents and eighth-grade ELA assessment. **Member:** NCTE, NYSEC, ASCD, LILAC, Phi Delta Kappan. **Publications:** *English Journal, NYSEC News, LILAC News.* **Awards:** NYSEC Fellow Award (2001); Educator of Excellence, NYSEC. **Program Participant:** NCTE, CEL, NYSEC, LILAC, Hofstra University, Stony Brook University.

Position Statement: Our CEL leaders must have a variety of goals, the most important of which is improving English language arts education for all of our students in a diversified and multicultural society. In addition, our leaders must promote the development of challenging and exciting curricula, helping teachers develop pedagogies that are student-centered. They must be guides who strengthen our professional organizations so that dedicated professionals can better assist students and each other. They must be people for "all seasons," able to address challenges in an ever-changing world with an evolving canon, new pedagogies, differing views of literacy, and developing technology.

Judith Moore Kelly, Director, DC Area Writing Project (DCAWP) at Howard University; chair, NCTE Advisory Committee on the Involvement of People of Color; NCTE liaison officer, DC Council of Teachers of English Language Arts (DCCTELA). **Formerly:** President, DCCTELA; NCTE secondary representative-at-large; CEL member-at-large; 2000 CEL convention program chair; middle school English department chairperson (19 years). **Member:** Delta Kappa Gamma, ASCD, PDK, NWP. **Publications:** *Teachers' Guide for Ken Burns* PBS Jazz Series (with others); *Writing Handbook for English Teachers*; articles in *City Views, DCAWP Newsletter; Journal of Negro Education, DCCTELA Folio.* **Awards:** Teacher-to-teacher grant (DC Public Schools), DCCTELA Leadership & Service Awards. **Program Participant:** NCTE, NWP, CEL, DCCTELA, ASCD.

Position Statement: The key to CEL's future is progressive and visionary leadership that will address critical issues that impact the quality of English language arts teaching and learning. Our mandate is to continue to move our collective leadership forward in a way that supports and speaks for our profession. If CEL is to realize its potential of becoming a major influence in determining the direction of English language arts education, we must significantly increase active membership and work harder to honor all voices in CEL.

Candidates for Member-at-Large

Brannon A. Hertel, English language arts teacher, Bear Creek High School, Lakewood, Colorado. **Formerly:** CEL hospitality chair; program chair, Colorado Language Arts Society Spring Conference; Board of Auditors, CLAS. **Member:** NCTE; CEL; CLAS; JCEA. **Program Participant:** NCTE; CLAS; CEL.

Position Statement: Our organization is home to leaders representing all parts of our nation and who are at various stages of their careers. As a member of the Executive Board, I will bring an additional area of experience to the table, that of a person near the beginning of his career. In today's climate of educational reform, it is important to hear the voice of a section of the teaching population who has been affected by a wide range of our organization's areas of concern. As a teacher in my fifth year, I have recent memories of teacher preparation, new-teacher induction, and all of the other concerns of a classroom teacher in our reform-minded society. I believe my experience, energy, open-mindedness, and dedication to the profession will nicely complement the fine leaders CEL already has at its helm.

Henry Kiernan, Superintendent of West Morris Regional High School District; curriculum development consultant; reviewer for Oxford University Press. **Formerly:** editor of *English Leadership Quarterly*, 1994–2001; 7–12 English teacher; language arts supervisor; director of curriculum. **Member:** CEL; NCTE; SLATE; ASCD; AASA. **Publication(s):** Articles in *English Leadership Quarterly, English Journal, Social Education.* **Awards:** Fulbright Fellowships in China, Japan, and Ger-

many; NSDC Outstanding Dissertation Award; NEH grant recipient. **Program Participant:** CEL, NCTE, New Jersey Language Arts Leaders, New Jersey Association of School Administrators.

Position Statement: CEL embraces all levels of leadership, and its strength rests in representing the needs of a diverse professional community. Whatever leadership role each of us plays in our schools, we are teachers first. As a member-at-large, I will strive to keep CEL at the heart of professional development and curriculum leadership for NCTE.

Ruth Townsend, Teacher of writing at Manhattanville College; ELA and curriculum development consultant; New York State English Council liaison to NCTE. **Formerly:** high school English and teacher coordinator; president, NYSEC; program chair, NYSEC; NCTE Region 1 affiliate director; president, Westchester Council of English Educators; symposium chair for WCEE; local arrangements chair, NCTE 2000 Spring Conference. **Member:** NCTE, CEL, SCOA, SLATE, NYSEC, Connecticut CTE, ASCD. **Publications:** *Language Works, English for the Disenchanted, Rediscovering the Classics,* articles in *English Leadership Quarterly, English Journal, NYSEC Journal* and monograph, *Journal of Reading,* curriculum review scripts for 3 computer-assisted writing programs and 5 computer-assisted literature studies. **Awards:** Teacher of Excellence, NYSEC; fellow awards, NYSEC. **Program Participant:** NCTE, CEL, NYSEC, ASCD.

Position Statement: As an ELA consultant working with teachers in many different schools, K–12, I see the impact high-stakes testing is having on ELA programs, teachers, teacher educators, administrators, and department chairs. I believe the continuing commitment of CEL to support educational leaders in their efforts to facilitate the development of language- and literature-based curricula and to encourage experienced teachers to mentor new teachers can result in the language-rich programs our children deserve.

Anita Woolley, English department chair, Cypress Creek High School, Houston, Texas; teacher of creative writing, AP American Studies; TCTE executive secretary; **Formerly**: Secondary teacher (32 years–Georgia, Florida, Alabama, Tennessee, Connecticut, Texas); TCTE treasurer/convention registrar. **Member**: NHCCTE, TexasCTE; NCTE, CEL; AP consultant; AP exam reader. **Publications**: "The Sweet Smell of Success" in *English in Texas.* **Awards:** NEH Fellow (1993); NEH Common Ground; District Spotlight Teacher; nominee, Texas Excellence Award for Outstanding High School Teachers; Seminole Pipeline Teacher Scholarship; SMU Teachers of Excellence. **Program Participant**: CEL, TCTE; Rice University AP Institute.

Position Statement: CEL has traditionally offered a forum for talented and concerned professionals to work together not only to articulate the issues of concern to leaders in English education but also to devise practical solutions. Most of us must now face the loss of veteran teachers, train talented yet inexperienced teachers, meet a wider range of student needs, and perform a balancing act with local and state (and loomingly, federal) mandates for accountability. As leaders, we must focus on the big picture while forever keeping in mind the individual student who profits from our growth. I pledge my time and energy to help maintain CEL as an organization that meets the needs of a wide variety of educational leaders.

2002 CEL Ballot

The CEL Bylaws permit members to vote either by mail or at the CEL business session of the NCTE Annual Convention. Each member mailing a ballot should mark it and mail it in an envelope with a **return name and address** to: Helen Poole, CEL Ballots, 502 Green Mountain Rd., Mahwah, NJ 07430-2749.

Ballots must be postmarked **no later than November 1, 2002.** Members who prefer to vote at the Convention will be given a ballot and an envelope at the business session of CEL. An institution with membership may designate one individual as the representative to vote on its behalf. Please list the institution's name and address on the outside of the envelope.

Associate Chair
(vote for one)

- ❑ Victor Jaccarino
- ❑ Judith Moore Kelly
- ❑ _____
  (write-in candidate)

Member-at-Large
(vote for two)

- ❑ Brannon A. Hertel
- ❑ Henry Kiernan
- ❑ Ruth Townsend
- ❑ Anita Woolley
- ❑ _____
  (write-in candidate)

Call for Manuscripts/ Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful teaching and learning activities are always welcome. Book reviews, software reviews, and Web site reviews related to the themes of upcoming issues are encouraged.

Surveys of our readers reveal a variety of topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

February 2003 (deadline October 15, 2002)
Leadership and Professional Development

April 2003 (deadline December 30, 2002)
Stories of Teaching and Learning

August 2003 (deadline April 15, 2003)
Best Practice in English Education
(see call, p. 9)

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, as traditional double-spaced typed copy, or as e-mail attachment. A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year. Send articles and inquiries to Bonita Wilcox at P.O. Box 142, Cambridge Springs, PA 16403; e-mail: jwilcox@toolcity.net; phone: (814) 398-2528. ●

CEL EXECUTIVE COMMITTEE

Chair
Rick Chambers
Ontario College of Teachers
Toronto, Ontario
Canada

Associate Chair
Rudolph Sharpe
Mannheim Township School District
Lancaster, Pennsylvania

Past Chair
Louann Reid
Colorado State University
Fort Collins, Colorado

Corresponding Secretary
Bil Chinn
Edmonton Public Schools
Edmonton, Alberta
Canada

Membership Chair
Jolene Borgese
Educational Consultant
West Chester, Pennsylvania

Nominating Committee Chair
Helen Poole
Westfield High School
Westfield, New Jersey

Nominating Committee Associate Chair
Wanda Porter
Kamehameha Secondary School
Honolulu, Hawaii

2002 Program Chair
Lela DeToye
Southern Illinois University
Edwardsville, Illinois

2003 Program Chair
Debbie Smith McCullar
Dean Morgan Junior High
Casper, Wyoming

Members-at-Large
Jennifer Abrams
Palo Alto Unified School District
Palo Alto, California

Robert Infantino
University of San Diego
San Diego, California

Robin B. Luby
Grossmont High School
La Mesa, California

David Noskin
Adlai E. Stevenson High School
Lincolnshire, Illinois

Tom Scott
Menomonee Falls School District
Menomonee Falls, Wisconsin

Kathleen Siegfried
Bordentown Regional School District
Bordentown, New Jersey

Liaison to NCTE Secondary Section Committee
Willa Mae Kippes
Valley High School
Gilcrest, Colorado

Liaison to Conference on English Education
Karen Smith
Arizona State University
Tempe, Arizona

Staff Liaison
Dale Allender, NCTE

ENGLISH LEADERSHIP Quarterly

Conference on English Leadership
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096

Nonprofit
Organization
U.S. Postage
PAID
National Council of
Teachers of English

BEST COPY AVAILABLE

ENGLISH LEADERSHIP
Quarterly
CEL Leadership for Excellence
Conference on English Leadership

▶ IN THIS ISSUE

Leadership and Professional Development

Bonita L. Wilcox, editor

In a recent publication, *Effective Literacy Instruction* (2002), Judith Langer writes about the professional lives of teachers in effective schools. From a five-year study, called the Excellence in English (EIE) project, Langer concluded that schools are more effective when all six of the following characteristics are exhibited: when professional development resources are available, when membership in professional communities is promoted, when teacher participation in the decision-making process is encouraged, when professionalism is valued, when teachers care about the curriculum and student learning, and when teachers are lifelong learners (pp. 41–65). Wouldn't it be nice!

During my high school teaching days, personal and professional development was up to each individual teacher. Although my school budgeted funds for teacher professional development, options were limited and often imposed by higher authorities. I found it "hard to understand how schools could be expected to mass-produce student thinkers and learners when schools provided few opportunities and little encouragement for teachers to be thinkers and learners" (Wilcox, 2002, p. 3). Fortunately, outside the school environment, other organizations, such as NCTE, university schools of education, and the National Writing Project, offered opportunities for personal and professional development of teachers. On the other hand, there are schools, like some of the schools studied in the EIE project, where a teacher's lifelong learning is everybody's business.

Whether taking a course, reading a book, or reflecting on teaching and learning, teachers everywhere, every day, alone and with others, take leadership roles in their personal and professional development. In the epilogue of his new book, Ross Burkhardt, retired teacher after 32 years, writes, "We create our own circumstances. . . . I composed poetry, traveled with students, developed lasting relationships with young people, discovered new approaches to teaching and learning, and experienced the stimulation of beginning anew each fall" (2002, p. 264). It is interesting to learn about the different perspectives teachers have when it comes to professional development.

INSIDE

Personal and Professional Development: Lessons from Life 2
by Carol Smith

A Critical Opportunity: An English Department Takes Charge of Professional Development 4
by Susan Alves, Jacquelyn Brooks, Susan Frisbee, Cheryl Lee Lamphear, & Ann-Marie Luster

The First Principle of Professional Development: Leadership of the Self 6
by Patricia F. Cade

Planning for Personal and Professional Development 8
by Mark A. Evans

Talk about Teaching: A Professional Development Outreach Project 9
by Nancy Traubitz

From Both Sides Now 12
by Ronald T. Sion

A Community of Learners Can Spark a Classroom! 14
by JoAnn LaMuth

Book Reviews: 16
The Teacher's Daybook
[reviewed by Bonita L. Wilcox]
Computers in the Writing Classroom
[reviewed by Bonita L. Wilcox]

Call for Manuscripts 17

CEL News/Call for Proposals 18–19

In this issue, also, it is interesting to see how teachers responded to the call for manuscripts. Two authors, Smith and Sion, write about lessons from their teaching/learning lives.

BEST COPY AVAILABLE

Cade writes about finding balance in four dimensions of her life, while Alves et al. collaborate and share a whole department's experience. Traubitz summarizes an outreach project, and Evans focuses on a strategy for planning ahead. The final piece by LaMuth illustrates what personal and professional development are really about. ●

References

Burkhardt, R. (2002). *Writing for real: Strategies for engaging adolescent writers.* Portland, ME: Stenhouse & National Middle School Association.

Langer, J. (2002). *Effective literacy instruction.* Urbana, IL: NCTE.

Wilcox, B. (2002). *Thinking and writing for publication: A guide for teachers.* Newark, DE: International Reading Association.

Personal and Professional Development: Lessons from Life

Carol Smith, Moses Lake, Washington

"To keep progressing, we must learn, commit, and do—learn, commit, and do—and learn, commit, and do again." The words are Stephen Covey's, from his book *The 7 Habits of Highly Effective People* (p. 306). Early on, I thought professional development was about absorbing knowledge through periodic classes, conferences, advanced degrees, and books to read. Later, I began to see how all the events in an educator's life—the tragedies, the accolades and the routines—shape how professional practices change or are validated by new perceptions, new perspectives. The measure of success in professional development lies in the degree of commitment, of doing, that results from the learning.

My professional development started with Ann Armstrong. I was a country kid who attended the same two-room school my father had decades before me. Ann, a family friend, taught fourth through sixth grade. She was my idol: fearless, a firm but fair disciplinarian with a tender heart, an insatiable curiosity, and boundless respect for all cultures. She traveled a great deal and always brought home to us new ideas to think about from outside our little mountain valley. Ann believed in her students' limitless capacity to learn and to use our lives productively. Because of her example, I became a relentless learner. To this day, her teaching provides the standard for my own.

Barely 21 when I started my career, there was certainly much room for growth. At that point, my best professional development took the form of casual conversations with generous veteran teachers. They gave me encouragement and practical techniques, and taught me the hidden rules. I read voraciously, worked to earn my state's standard certificate, and began to sort out educational philosophies and strategies from the work of men and women who would continue to shape my teaching. My students taught me about motivation, about how people work in groups, and about balancing high standards with individual needs. I watched and listened as some of my favorite lessons went down in flames and some ill-conceived ideas took off once in the hands of my students. Humility was my constant companion. Sleep was in short supply.

As I moved slowly up the salary schedule, joining professional groups like NCTE became financially feasible. Reading their publications and attending any events I could afford became like oxygen to me. Ideas bumped into each other, often upsetting my mental sure-things and

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

It is the policy of NCTE in its journals and other publications to provide a forum for the open discussion of ideas concerning the content and the teaching of English and the language arts. Publicity accorded to any particular point of view does not imply endorsement by the Executive Committee, the Board of Directors, or the membership at large, except in announcements of policy where such endorsement is clearly specified.

English Leadership Quarterly (ISSN 0738-1409) is published quarterly in August, October, February, and April for the Conference on English Leadership by the National Council of Teachers of English.

Annual membership in NCTE is $40 for individuals, and a subscription to *English Leadership Quarterly* is $18 (membership is a prerequisite for individual subscriptions). Institutions may subscribe for $36. Add $5 per year for Canadian and all other international postage. Single copy: $10 (member price, $6). Remittances should be made payable to NCTE by check, money order, bank draft in United States currency, or credit card (call NCTE toll-free at 877-369-6283).

Communications regarding orders, subscriptions, single copies, and change of address should be addressed to *English Leadership Quarterly*, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. Communications regarding permission to reprint should be addressed to Permissions, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. POSTMASTER: Send address changes to *English Leadership Quarterly*, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096.

NCTE's Web site: www.ncte.org

Editor: Bonita L. Wilcox. NCTE Editing and Production: Carol E. Schanche. Designer: Pat Mayer. NCTE Managing Editor for Journals: Margaret Chambers.

Copyright © 2003 by the National Council of Teachers of English. Printed in the U.S.A.

BEST COPY AVAILABLE

making me question my teaching practices. I remember many times when I asked my students for their reactions to new ideas—not just their preferences, but how a new way of thinking might change their learning. I learned from their progress in reasoned judgment and from their sweet-natured willingness to grow with me.

Great good fortune played a large part in my professional development as well. I actively sought leadership positions in my school district and in the organizations to which I belonged, and it seemed that every new opportunity opened doors to still more. I completed my master's degree program with Gonzaga University, and at the same time, began to submit articles and conference program proposals with, of course, mixed results. I gleefully celebrated great evaluations; I learned to be philosophical about those who found me seriously lacking in intelligence. I laughed when the criticism of my performance focused on the quality of the site's bathroom tissue. And mostly, I learned from those who provided insightful suggestions for improvement. Throughout this time, I sought every possible opportunity to explore improvement in critical thinking skills, spending my savings on national and international conferences dealing with that topic. That energy came home to my students, whose engagement in their learning took a decidedly positive turn. They were very patient with me when my skill did not match my enthusiasm.

With the passage of school reform legislation in my state, a new venture became possible. In addition to classroom teaching, I was invited to join with others in Washington to provide training to educators in the complexities of our new laws. My school district supported me generously in this new experience. Our regional teams were charged with leading school districts in school reform issues. The pace of our own learning was intense. We balanced our regular classroom responsibilities with the new challenges. My own teaching routines often collided with new insights about standards and classroom-based assessment. I felt very lucky to be working with new heroes—both the national experts and the regional participants in our workshops who were tireless in their pursuit of excellence and challenged us to provide clear pathways through often frustrating heaps of materials.

Even happy stories have conflict. This is mine. During the most productive and satisfying year of my profession, two unthinkable events occurred. My husband was diagnosed with terminal leukemia. Three months later, one of my students opened fire in his algebra classroom, holding his classmates hostage, injuring one student, and killing two others as well as his teacher. Nothing I knew about human beings could have prepared me for the sudden descent into hell that year. Thanks to a Goals 2000 grant, I continued to work in the school reform effort, but I found that I simply could no longer be a classroom teacher. Events had proved to me that schools couldn't guarantee our students safety from great intentional harm. Devastated by the pain of our families, our students, and my colleagues, I left my classroom behind. Grief consumed me, and professional development literally became a lifeline; the wide network of colleagues developed earlier provided a gentle and generous sanctuary. Telephone calls from across the country reminded me of a sane world. I was so glad to hear optimistic stories from communities where the challenges bore no resemblance to our own. A friend told me that I had divided my life into two segments—before the shooting and after the shooting. She was exactly right; all experiences were now seen through that new lens. The certainty of my husband's fate and the need to provide an emotional and financial safety net for him also shaped my days and nights through a difficult six years.

. . . I sought every possible opportunity to explore improvement in critical thinking skills. That energy came home to my students, whose engagement in their learning took a decidedly positive turn.

When I became eligible for retirement, I left the profession I loved. I could keep ahead of medical debt by working in private industry while receiving my retirement benefit, and I did so for three years. During that time, I grew into a very different kind of professional perspective.

First I worked briefly as a part-time instructor and curriculum developer for a welfare-to-work program with our local community college; then I moved to a position as trainer for one of our large industries. In that capacity, I worked alongside people who were parents of the children in our school system. I learned that their reality was far different from mine. Working on assembly lines, 12-hour shifts for weeks at a stretch afforded them little opportunity to oversee their kids' homework. If they missed work three times in a year, their jobs were at risk, which meant loss of insurance benefits as well. Parent conferences were tough to schedule. Even phone calls to school were great challenges for them since they had no access at work to private use of telephones. They often lived very close to poverty, and many were single parents.

None of these new truths changed one old one: they loved their children and wanted their lives to be better. I will always be grateful that from a very difficult time in my life, I was led to a deeper understanding of the challenges many of my students face while not at school. Volunteer work

with local agencies confirmed what I had seen at work. I resolved to extend greater compassion and new problem-solving strategies for communication with families if I returned one day to the work I still considered my calling.

In the midst of this very different work experience came another powerful piece of professional development, one that would ultimately lead me to reconnect with work in education. A team from my community was invited to participate in a weeklong symposium on school violence, hosted by the FBI. Psychologists and psychiatrists provided much research and support. Representatives from numerous communities affected by school violence worked together with FBI agents to try to make some sense of the unfathomable. It was our common goal to do whatever we possibly could to prevent other communities from having to deal with what our schools had. It was a profoundly moving experience. From this symposium I carried away a commitment to a new level of watchfulness—to continue to trust students and believe in their essential goodness, but also to monitor to an even greater degree the little choices they make. I moved in my thinking from a philosophy of alertness to one of hyper-alertness. Clearly, I was moving closer to finding a way back to education.

My favorite stories have happy endings. Laws in my state governing retirement changed last summer to deal with a teacher shortage in Washington. This legislation made it possible for me to return to education. I teach this year in the school where I started my career, just down the hall from my first classroom. I work with students who struggle a bit, and I feel I have come home. I have rejoined professional organizations and have renewed connections with far-flung acquaintances whose passion for learning challenges me. I teach workshops and facilitate professional conversations again. Far from being accorded codger status, I am treated respectfully, my years of experience honored as one more tool in our repertoire. Once again, I read avidly and ask questions of anyone who will listen. Once again, I am learning from students, administrators, and teaching colleagues, both experienced educators and some fresh-out-of-the-box new ones whose enthusiasm and talent daily relight my fire.

The success of professional development is dependent on several factors: eagerness to learn from a variety of sources, responsible preparation for entering our educational debates, openness to well-considered change, and willingness to look foolish while learning new strategies.

The success of professional development is dependent on several factors: eagerness to learn from a variety of sources, responsible preparation for entering our educational debates, openness to well-considered change, and willingness to look foolish while learning new strategies. I cannot ask my students to take intellectual risks if I fail to model with them the joys and the struggles inherent in learning and living. Stephen Covey's words—"learn, commit, and do"—provide the essential framework for meaningful professional development, regardless of the form that learning takes and the sometimes circuitous journey. ●

Reference

Covey, S. (1990). *The 7 habits of highly effective people.* New York: Fireside.

A Critical Opportunity: An English Department Takes Charge of Professional Development

Susan Alves, Jacquelyn Brooks, Susan Frisbee, Cheryl Lee Lamphear, Ann-Marie Luster, Rockport High School, Rockport, Massachusetts

Finding professional development opportunities specific to the needs and interests of a small department can be difficult. Bringing in speakers for a department of fewer than six is not always possible. Participating in whole-faculty workshops on a professional development day can be useful, but it does not usually allow faculty members to address pedagogical issues related to specific fields of study. Sending a whole department or a few members of a department to an out-of-school workshop can be costly and does not always address the specific needs or interests of a group of teachers. In view of these difficulties, the English Department at Rockport High School sought professional development that would be tailored to our needs as classroom teachers as well as intellectually stimulating for us as professionals.

Each of our five female faculty members, who have been teaching for anywhere from 8 to 30 years, has embraced more than one role over the course of her career. Cheryl Lee Lamphear and Ann-Marie Luster, with teaching certificates in both special education and language arts, have spent most of their careers in special education and have recently joined the high school English department. Susan Frisbee spent a key part

of her career as a guidance counselor before returning to the English classroom. Both Jacquelyn Brooks and Susan Alves have taught on the postsecondary level in English, psychology, and education and have worked with teachers in training. In terms of professional development, some of our needs are different, but we are united in our desire to enliven and improve our teaching of literature, writing, and critical thinking to the students of this small seacoast town.

Deborah Appleman's *Critical Encounters in High School English* (2000) was the inspiration for our professional development proposal. Appleman argues that contemporary literary criticism is a useful tool in the secondary classroom and not the domain of esoteric academics. Department coordinator Susan Alves had recently taught an undergraduate course in contemporary literary criticism at Northeastern University (Boston). She felt that she could make this same material accessible to us as secondary school teachers. We proposed a ten-hour professional development seminar to Charles Symonds, the high school principal. He approved our plan for a full-day intensive workshop of six hours and four additional one-hour workshops over the course of four months. Upon completion of the seminar, each participating faculty member would receive ten Professional Development Points (PDP). Each PDP represents one hour of developmental work. The individual accrual of 150 of these points leads to our recertification every five years, a requirement of the Massachusetts Department of Education. Of those, 120 must be in the content area of the Massachusetts certificate.

The six-hour workshop attempted to balance a review of, or an introduction to, the major literary schools of criticism with a discussion of how the specific theory might help a high school English teacher present a particular text to a specific group of students. For example, teachers considered how a theory or criticism such as poststructuralism or formalism might be used to frame the analysis of a specific work such as *Antigone*, *Beloved*, or *Romeo and Juliet* in an honors class, in a support class, and in a preparatory class. Most of us had not had an opportunity to do this type of sharing with English colleagues since our student teaching days. It was challenging, enlivening, intellectually stimulating, and fun. Some of us found that a particular theory resonated with our current approach to teaching literature and that being aware of the theoretical apparatus gave us more control and flexibility in class discussions. Others found that some critical theories such as deconstruction might be too obtuse for most high school students. Overall, the six-hour session encouraged us to think anew about the literary texts we had been teaching and engendered an appreciation among us as English educators.

In terms of professional development, some of our needs are different, but we are united in our desire to enliven and improve our teaching of literature, writing, and critical thinking to the students of this small seacoast town.

From January to April 2002, we met monthly for a one-hour discussion of how we were applying specific theories and criticism to our current lessons. Each of us kept a journal to chronicle our impressions, struggles, successes, and failures in literary theory in praxis. In this context, Jackie Brooks raised the problem of high school students feeling disconnected from abstract theories:

> I do think that it takes some doing for kids to start being interested in theory. I don't think my students are lazy or watch too much television or can't think about things in some depth. I think—and here I notice my own bias at work—that the difficulty with teaching critical theory, besides its complexity, may lie in a developmental deficiency. Didn't I read in the constructive/developmental texts that theory making or even "theory understanding" comes at a later stage of intellectual development than adolescence?

In contrast, Sue Frisbee found that students in an honors class

> . . . generally understood at least the six different theories that we had studied and that by the end of the class, they could analyze a piece of literature using these theories.

Others found that they initiated class discussion of a literary text such as *Hamlet* or *I Know Why the Caged Bird Sings* and then infused theoretical concerns into the student-centered discussion. In this way, Cheryl Lee Lamphear discovered that:

> We have not only looked at Hamlet as a man, but the effects of his society on his decisions. [This led us to have] a brief discussion on how Rockport's politics influence the school system, the tourism trade, and what we may choose to do in the future.

Similarly, Ann-Marie Luster wrote in summary of the seminar:

> This experience has helped me teach from a different point of view. . . . I did not believe going into this that I could use these theories with a support level class. I was proven wrong. These theories fostered many heated discussions among and between students.

Knowing that we would be meeting to discuss our teaching in this context motivated us to be more aware of the theory and the goals behind our day-to-day lessons. It also gave rise to impromptu conversations—in the halls, at lunch, after school—about teaching. The monthly sessions focused our attention and informed the way we interacted with one another.

In the future, not all of us will choose to use literary theory as the

BEST COPY AVAILABLE

primary focus in our classes; however, we all felt that the time spent learning and practicing the theories and criticisms with our students was worthwhile. We now share a professional vocabulary. This shared vocabulary has provided us with a foundation on which to build other professional development workshops and projects. We have learned through the renewed collegiality that resulted from this workshop that we are all eager to join in other intellectual pursuits together.

As a springboard for considering critical theory in other fields, we have an idea for a future workshop on the theories of cross-disciplinary teaching. Jackie Brooks is currently helping the French teacher to stage scenes from Rostand's *Cyrano deBergerac* with advanced French students. Cheryl Lee Lamphear, having attended special Shakespearean workshops, will be introducing a new Shakespeare course in the spring that incorporates acting as part of the curriculum. When she teaches *King Richard III*, Cheryl will join a history teacher who will be covering the end of the Middle Ages. Susan Alves, a scholar of mill women poets, has recently completed a field trip with the history department to study the old mills in Lowell, Massachusetts.

Once again, we are finding that our diverse interests share common ground: each of us wants to explore and develop. In short, our workshop experience reminded us that teachers are vital thinkers who can share their professional expertise within their own schools to help one another grow intellectually and as classroom teachers. ●

Reference

Appleman, D. (2000). *Critical encounters in high school English: Teaching literary theory to adolescents*. New York: Teachers College Press.

The First Principle of Professional Development: Leadership of the Self

Patricia F. Cade, retired, Mountain View High School, Mountain View, California

In *The 7 Habits of Highly Effective People* (1990), Stephen Covey advises, "To keep progressing we must learn, commit, and do—learn, commit, and do—and learn, commit, and do again" (p. 306). He goes on to suggest that we "show diligence in the process of renewal by educating and obeying our conscience" (p. 306). He appears to base self-improvement on internal guidance, the conscience. To add complexity to this advice, he mentions the four dimensions of life as arenas for self-leadership: the spiritual, mental, emotional, and physical. By implication, a teacher's internal sense of what to learn, commit to, and do is the best indicator for the most effective professional development. In essence, each teacher is a leader of self . . . as well as professional development. Reflection on my career of 30 years in the high school classroom supports his premise.

Covey's idea of teacher as leader becomes ever more important in our current climate of new federal and state educational mandates and shifting community expectations of the teacher. Fortunately, research has established the best practices of English language arts teaching. Those under the label of Constructivist are among the most effective. Constructivist strategies encourage the student to make individual meaning from texts and concepts. Thus, the concepts are internalized, not just memorized. Conveniently, the latter part of my career was spent in a district that adopted the student-centered curriculum. I selected professional development workshops and seminars under that label. Inevitably, my students worked at grade level and contributed to the 10's on the Academic Profile Index (API) of our school for the state gatekeeper test.

Teaching is a demanding profession and requires renewal in the mental dimension of life. Every summer, I took a workshop to examine a new approach to teaching.

Teaching is a demanding profession and requires renewal in the mental dimension of life. Every summer, I took a workshop to examine a new approach to teaching. However, I began to notice a recurring pattern when each April, "the cruelest month" as Shakespeare called it, I found myself asking, "Is this all there is?" It was then that I started to take yearlong workshops that met monthly and helped me get over that April slump. Below are the workshops that served to renew my mental acuity.

- SCCOE Technology Institute (1997–98) taught integrating the Internet into K–12 classrooms. I used it to teach strategies and ethics of Internet research.
- The Intel ACE project (Escover, Kuni, Nielsen, & Edman, 1999) taught how to apply computers to the curriculum. I used it to turn a student pen-and-paper collaborative project for *To Kill a Mocking-*

bird into a PowerPoint presentation.

- In 1999, I attended the San Jose Writing Project where we were taught the state standards for teaching reading and writing and how to prep students to pass the High School Exit Exam. The lead consultant was C. Delfino.
- In 2001, Differentiation Workshop taught how to individualize the curriculum. I used it to teach students to extend their knowledge through project menus, personal dictionaries, and the personal museums. The instructor for "Differentiating the Curriculum" was S. Kahle.
- Throughout 2001–2002, the Strategic Literacy Initiative taught us the dimensions of classroom life that support reading apprenticeship. I used it to teach my students how to generate questions and answers that increased their reading comprehension with any text. The text used was *Reading for Understanding* (Schoenbach, 1999).

To set the tone of positive leadership for my students, I made a daily deposit in my spiritual bank. I meditated or read inspirational literature. This quote from *A Course in Miracles* (1996) summarizes the responsible position I sought from the five-minute sessions.

> I choose the feelings I experience, and I decide/Upon the goal I would achieve./And everything that seems to happen to me/I ask for, and receive as I have asked (p. 448).

This mantra set the tone for my perspective on the day's lessons. At the end of the day, I'd read it again. If I was unhappy with the outcomes of my work, I realized that I must have chosen unwisely and needed to make a new decision. It was important for my progress to reflect on what went well and what didn't and how I felt about it. Thereafter, making a new decision was the inevitable next step. My classes became better organized, my students achieved more, and we all profited.

Physically, I renewed myself through daily exercise at a local gym, boosting my energy level with aerobics, weight lifting, and stints on the stationary bike and treadmill. After an especially exhausting year, I treated myself to a weeklong spa vacation where I was pampered with daily treatments, vegetarian food, exercise, and peace and quiet. It was a pricey week, but well worth the sense of rejuvenation in the physical, mental, spiritual, and emotional dimensions. I met many other teachers there as well who believed in the value of renewal through pampering.

Emotionally and socially, I renewed myself through the teachings of the Unity movement, the purpose of which is the transformation of the planet through the transformation of the individual. It teaches practical Christianity and has attracted a bright and loving group of people. Being in their company one day a week nurtured my sense of social connection for the next six days, and our minister's inspiring talks allowed me to enter the hurricane of teaching demands while maintaining a mostly calm center. In addition, our children were active in sports and my husband and I supported them at every game, traveling with other parents to various swim meets, basketball games, and water polo matches up and down the state of California. As a result of these two activities, I felt connected to a great network of positive people making a difference in the world.

> *The [habits] most applicable to my career are being proactive about professional development and exercising personal leadership in the other dimensions.*

Stephen Covey says that renewal is important to an effective personality. He adds that any renewal in one dimension will positively impact other dimensions because they are so highly interrelated (p. 303). I believe that his point is the key to showing teachers how to be leaders in their self- and professional development. Certainly, my renewal in any one dimension allowed me to create optimum synergy by developing some of the 7 habits of highly effective people. On reflection, the ones most applicable to my career are being proactive about professional development (Habit 1) and exercising personal leadership in the other dimensions (Habit 2). Both habits are key to my longevity in the classroom.

There's a lot to do and little time to do it. After all, the class of 2004 has only 7 more chances to pass that High School Exit Exam in California, and nearly 52% of them failed it last year (Asimov, 2002). Even though I've resigned from the high school classroom, I feel the calling to teach novices ways to organize their curriculum according to principles and to shorten the learning curve. Seeking self-renewal assures that I have enough in my "bank" to share. ●

References

Asimov, N. (2002, October 2). 52% fail high school exit exam: Class of 2004, the first required to take the test, has 7 more chances." *San Francisco Chronicle*, p. A1.

A course in miracles ® (2nd ed.). (1996). Mill Valley, CA: Foundation for Inner Peace.

Covey, S. (1990). *The 7 habits of highly effective people*. New York: Fireside.

Escover, D., Kuni, P., Nielsen, J., & Edman, J. (1999). *Intel applying computers in education project (ACE project)*. Santa Clara, CA: Institute of Computer Technology.

Santa Clara County Office of Education Technology Institute. (1997–98). *Integrating the Internet into K–12 classrooms*. Santa Clara, CA: Xerox, CTAP, and TELIS.

Schoenbach, R. (Ed.). (1999). *Reading for understanding*. San Francisco: Jossey-Bass.

BEST COPY AVAILABLE

Planning for Personal and Professional Development

Mark A. Evans, Klein Independent School District, Klein, Texas

I have never heard a teacher say: "I have so much extra time, I am constantly taking classes and training seminars, even if they don't apply to me." Teachers have limited time, limited budgets, and need to spend their time and money wisely to obtain the best and most professional development possible. Many educators wait until staff development days that are usually planned by administrators from the campus or even district level. If you want to maximize your professional learning, you have to become proactive in your training.

When students begin college, they usually follow a degree plan. Professional development should be the same way, but most often, no one is going to come to you and say, "Here is your plan for the next three to five years." However, you can still receive the training you need, in the areas you need to grow, by following a simple 4-step plan:

- The first step is to determine your areas of weakness, your highest interests, and the training most relevant to your subject or grade level.
- The second step is to determine what time and funding you have or will need in order to attend professional development. This step is critical because you have to be honest with yourself and determine how much of your time you will give—beyond the required staff development days—to your own professional continued learning. Step 2 means committing yourself to a minimum number of hours that you will attend training.
- The third step is to apply a simple chart (see Figure 1) to help determine how many hours of training you could put toward your needs and interests. At this stage of planning, you will need to consider different facets of training: a) technology and how to integrate it into your content area, projects, and larger perspective use; b) content; c) best practices, including research-based, theory into practice, and innovative methods or solutions; and d) interest area, such as special education in the regular education

Professional Development Planning Chart

Step 1: Determine Needs	**Personal Needs**	**Critical Needs**	**Interest Areas**	**High-Interest Areas**
	1) 2) 3)	1) 2) 3)	1) 2) 3)	1) 2) 3)
Step 2: Time & Funding	I will commit to ___ hours of training each month for a year (in addition to my required staff development training days from my school/district).		I will commit $_____ to my training. I can use $_____ school funds for training.	
Step 3: The Plan	List the number of Personal Needs, Critical Needs, Interest Areas, and High-Interest Areas in the blanks below. Multiply that number by the number listed in the next column to obtain the number of hours to plan for that specific training area.			
		Number of Needs	Times This Amount	Hours of Training
	Personal Needs Critical Needs Interest Areas High-Interest Areas		× 6 × 6 × 3 × 3	
Step 4: Calendar Planning	Use your calendar to determine which training seminars, conferences, etc. you will attend to meet your goals. Don't forget to reward yourself when you succeed!			

Figure 1.

BEST COPY AVAILABLE

classroom, cross-curriculum, etc.

- In the fourth step, you plan for the whole year ahead. Review organization and association newsletters, magazines, and Web sites to determine when conferences, seminars, and training are planned. Don't forget to review what is offered in your own school district, regional or area education center, and other professional development opportunities. Assign each option a high, medium, or low priority. Which ones will help you maintain professional status, and meet your needs and interests? Don't wait for an administrator to say, "I want you to go to this conference or training session." Prepare yourself for a better future as a professional educator; be proactive and strategically plan for your professional development.

After you have completed these four steps, why not add a bonus step? Share your plans with another colleague—perhaps even create a team that will participate in a similar plan. When you have someone participating with you, it becomes more difficult to back out of your commitment. Many schools and districts reward educators financially for continued professional development; others simply require it for continued certification. So, in your plans, include a reward for yourself if you meet your goals. Perhaps purchasing that new leather briefcase you have been eyeing; or even a laptop or handheld computer, would be a satisfying reward. Whatever you choose, at the very least you will have maintained the status of professional educator; at the very most, you will have made progress in your quest to become or improve as a master teacher. ●

Talk about Teaching: A Professional Development Outreach Project

Nancy Traubitz, University of Maryland, College Park

What happens when teaching assistants, university faculty, and practicing classroom teachers are provided with regular, ongoing opportunities to interact? During the 2001–2002 academic year, the Center Alliance for School Teachers (CAST) explored this question with eight teaching assistants, university faculty, and teachers from local schools. The goal was to bring teachers together from all academic levels—classroom teachers, supervisors, and administrators from schools and community colleges, as well as preservice teachers, teaching assistants, and faculty from the University of Maryland—to share insights and discuss problems and solutions encountered in teaching texts and confronting issues central to humanities instruction.

"Talk about Teaching" was not envisioned as the usual lecture session followed by questions and answers. Instead, participants were asked to bring a dozen copies of a lesson plan related to the announced topic as a basis for their contribution to the session. The announced topics for the 2001–2002 "Talk about Teaching" sessions were as follows: September 13: The Greeks; October 25: Censorship; November 29: Shakespeare; February 28: The Harlem Renaissance; March 21: The Wife of Bath and Her Sisters; and April 25: Writing.

> *Although we had limited success in attracting participants among the undergraduates, we discovered that they do like to talk about teaching and they do have an active interest in content and pedagogy.*

CAST used grant money to pay small stipends to teaching assistants to participate in six "Talk about Teaching" discussions, and then meet with the CAST program director for a one-hour follow-up interview after each session. The follow-up interview was an important component of the program, not only for collecting data concerning the content and pedagogy introduced in the specific session, but also for providing an opportunity to discuss the teaching assistants' graduate program and teaching assignment. In early May 2002, we completed our "Talk about Teaching" 2001–2002 discussion sessions and interviews. This article is a summary of the information we gathered.

Figure 1 shows the attendance for each session and a breakdown of the professional status of the participants. Although we had limited success in attracting participants among the undergraduates, we discovered that they do like to talk about teaching and they do have an active interest in content and pedagogy. We were more successful in

This work was partially supported by a grant from the Scholarship of Teaching and Learning Fund administered by the Center for Teaching Excellence and by the Center for Renaissance & Baroque Studies at the College of Arts and Humanities, University of Maryland.

retaining the eight grant-funded teaching assistants, despite schedule changes and personal crises; we were unable to reach additional teaching assistants or other graduate students on the basis of the program's value alone. In postsession interviews, the participating teaching assistants suggested that the small stipend validated the effort necessary to overcome time constraints, lack of interest in the specific content of the session, and lack of interest in pedagogy in general. All eight teaching assistants had been teaching for at least a year, and most of them had additional experience beyond or outside of their current assignment.

The discussion of content and pedagogy that might prove useful in their classrooms attracted some practicing schoolteachers. We provided light refreshments and free examination copies of new textbooks but were not able to offer stipends or enroll them in the postsession interviews, the two incentives teaching assistants told us were most important.

We had limited success in attracting participants from community colleges or the university faculty. However, faculty members who agreed to serve as moderators were utterly faithful to their commitment.

Based on input from participants, gathered from both casual conversation during the discussion sessions and the postsession interviews with the teaching assistants, we were able to compile a list of specific recommendations relevant to all outreach programs:

- Hold sessions no earlier than 4:15 to allow off-campus participants, especially schoolteachers, time to reach campus.
- Snacks should be served before the discussion begins to allow extra time for all to arrive.
- Titles of sessions should clearly reflect program intent.

Our discussions repeatedly led to questions about the relationship between content and pedagogy. This dichotomy, which emerged in the very first interview session, caught our attention and led to further investigation.

- To expand the partnership effort across academic levels, invite off-campus participants to co-moderate sessions with university professors.
- To expand the partnership effort across academic disciplines, recruit participants and moderators using direct publicity throughout the entire campus and region.
- Make parking arrangements for off-campus participants, such as passes for free parking or vouchers to cover the cost.
- Take advantage of state Department of Education programs that award professional development credit for attendance at the sessions.

While most of the feedback we received did relate to content and pedagogy, our opportunity to discuss issues related to teaching undergraduate students with teaching assistants resulted in unexpected findings. First, we were surprised by the difficulty in combining content (important in terms of graduate program) and pedagogy (important in terms of teaching assignment). Second, we were surprised by how much teaching assistants seemed to enjoy sharing ideas, not only with experienced classroom teachers, but also among themselves. Our discussions repeatedly led to questions about the relationship between content and pedagogy. This dichotomy, which emerged in the very first interview session, caught our attention and led to further investigation.

Teaching assistants were asked to rate the usefulness of each session in relation to their teaching assignment content and to their pedagogical practices on a scale from 1 (least

"Talk about Teaching" Session Attendance

Category	9/13 Greeks	10/25 Censorship	11/29 Shakespeare	2/28 Harlem Renaissance	3/21 Wife of Bath	4/25 Writing	Total
Undergraduates	0	16	0	0	1	1	18
Graduate Students	9	7	6	8	8	7	45
K–12 Teachers	3	6	1	6	2	3	21
University Faculty	2	2	3	1	1	4	13
Other	2	1	1	3	2	1	10
TOTAL	16	32	11	18	14	16	107

Figure 1.

BEST COPY AVAILABLE

useful) to 5 (most useful). (See Figure 2.) For all sessions except the Wife of Bath, the usefulness of the content always rated higher than the pedagogy. Even so, pedagogy rankings were high.

In the interview sessions, teaching assistants often expressed the belief that their pedagogical abilities were less highly valued than their mastery of content. Their primary responsibility was to see that undergraduate students received the assigned content and showed evidence to that effect. In other words, the content that teaching assistants were charged with delivering in their classes was perceived as being more important than the method by which it was delivered. Yet the teaching assistants who participated in this study told us in the initial interview that they hoped to improve their teaching skills and were willing to treat their own pedagogy as a subject worthy of study.

Participants found all sessions enriched their graduate studies, ranking all the sessions higher than 4 on the 5-point scale. As seen in Figure 3, Censorship, Shakespeare, the Harlem Renaissance, and the Wife of Bath sessions did not rank as high in personal interest as in importance to the graduate program. The Greeks and Writing sessions were equally important personally and to the graduate program.

When asked to indicate, on a scale of 1 (strongly disagree) to 5 (strongly agree), the relation of the sessions to their graduate program and to their teaching assignments, participants ranked the Greeks, Censorship, and Writing sessions as more closely related to their teaching assignment than to their graduate program. (See Figure 4.) Censorship appeared to be more important to teaching, but not to scholarly endeavor. Interestingly, the importance of all the sessions to the teaching assignment was a neutral 3 or higher.

Writing, the last session in the sequence, combined the issues of content and pedagogy, graduate program and teaching assignment. The match with the graduate program was established by the content of the session. The match with the teaching assignment was established by the pedagogy overtly addressed. In the final interviews, when we asked participants to rank the sessions, we avoided using terms like *useful* or *helpful*, asking instead which session was *most interesting*. The sessions that presented immediately applicable content and teaching strategies were rated highly by almost all of the participants.

Based on the invaluable comments from the postsession interviews, we

Relevance of Content and Relationship to Teaching Assignment

Session Title	Relation to Teaching Assignment Content	Relation to Teaching Assignment Pedagogy
The Greeks	4.5	4.3
Censorship	4.0	3.7
Shakespeare	3.6	3.4
The Harlem Renaissance	3.0	2.9
Wife of Bath	3.0	3.9
Writing	4.7	4.6

Figure 2.

Relationship to Graduate Program and Personal Interest

Session Title	Relation to Graduate Program	Personal Interest
The Greeks	4.2	4.2
Censorship	4.5	3.8
Shakespeare	4.4	4.2
The Harlem Renaissance	4.1	3.6
Wife of Bath	4.4	3.7
Writing	4.4	4.4

Figure 3.

Relationship to Graduate Program and Content

Session Title	Relation to Graduate Program	Relation to Teaching Assignment Content
The Greeks	4.2	4.5
Censorship	3.8	4.0
Shakespeare	4.2	3.6
The Harlem Renaissance	3.6	3.0
Wife of Bath	3.7	3.0
Writing	4.4	4.7

Figure 4.

BEST COPY AVAILABLE

have discovered four important suggestions to improve outreach to teaching assistants and preservice teachers:

- Focus on both content and pedagogy. In discussion sessions, encourage participants not only to model effective teaching strategies but also to make teaching strategies as visible and important as content. One suggestion for making teaching strategies visible is to appoint a participant at the beginning of each session to keep a checklist record of references to content and to strategies.
- Conduct carryover or follow-up summaries at the beginning of each session. At the first sessions, participants set the pattern of discussion for all the sessions to follow. At the beginning of each of the following sessions, individual participants should be given the opportunity to review pedagogical issues raised in the previous discussion group.
- Devote 15 minutes at the end of each session to summary and closure. Groups of no more than three participants should interview each other to summarize content and teaching strategies. Emphasis should be placed on the possible impact of the discussion group session on teaching practices.
- In overall planning, brace for schedule conflicts.

Defining what "helps" a teacher turned out to be much more difficult than we had expected, but by the end of the project, we could pinpoint several reasons why talking about teaching in this specific format does help. Participants said they benefited from interacting with teachers who brought to the session a wide range of experience in varied settings. Several attributed specific changes in their thinking about teaching strategies to sharing experiences and expressed a new ability to look at a lesson's underlying pedagogy. Participants credited the discussion sessions with changes in their own perceptions and classroom practices; some recounted almost global pedagogical shifts, while others claimed more modest changes in grading methods and classroom presentation. All of the sessions seemed to have some influence on the way classes were taught; for instance, participants used an exercise from the Greek session, addressed the issue of self-censorship, and insisted on placing Shakespeare in his historical context. We also accumulated evidence of increased cross-discipline awareness as participants learned to recognize and appreciate blended content, especially in the censorship and writing sessions. "Talk about Teaching" promoted the realization that the informal learning experience of talking about teaching offers many ways to supplement a repertoire of pedagogical methodologies.

Our research suggests that outreach efforts may have a long-lasting and far-reaching impact on the classroom practice of university teaching assistants and preservice teachers by habituating an analytical and reflective approach to classroom practice.

Our research suggests that outreach efforts may have a long-lasting and far-reaching impact on the classroom practice of university teaching assistants and preservice teachers by habituating an analytical and reflective approach to classroom practice. Of even greater importance, by participating in such regular, ongoing discussions of the content and pedagogy of teaching, practicing classroom teachers join the multilevel academic community in viewing their accumulated expertise as scholarly content. We have come to understand that at all levels of teaching, sharing expertise leads to mutual growth. ●

From Both Sides Now

Ronald T. Sion, Cranston High School East, Cranston, Rhode Island

How many years ago was it? The older one gets, the faster time seems to go by, but in my memory bank, it seems like yesterday. I was right out of graduate school with a master's degree in hand but hadn't yet found a teaching job. Okay, perhaps my timing was poor. Since I had finished my master's program in January, I figured it was time for a vacation, so I headed south and delayed my applications. But now I was home and had sent out resumes to just about every school system in the state, but for some reason, no one was knocking down my door—there just didn't appear to be any openings in English. Lesson Number One in education: Never take anything for granted.

I was getting desperate—perhaps substituting was the only way out of this dilemma. This truly was a long, hot summer. Then the telephone rang and a rural school district wanted to see me immediately. Within an hour I was there. I was hired that day—the one prior to orientation. I had no time to prepare—the bell rang and I was standing in a classroom. Now all of those years of schooling would pay off—or would they?

The first element in my master

plan was to adhere literally to the slogan that you weren't supposed to smile before Christmas. In a small 200-student junior high school (the days before middle schools were the popular form), I concentrated all of my efforts on discipline. It was simple: no one was to talk, and if they did, they got detention. Not one student who said a single word without permission got away with it. The end result? The administrators loved me. You could go by my room—the door open—and not hear a pin drop or a single voice other than mine. I suppose the students did learn and some absolutely loved the supreme order, but there was no joy in the process. Why did the kids all love Ms. Walsh down the hall and feel nothing about me? Easy. My class was all head and no heart. Neither I, nor my students, felt any sense of passion about what was going on in the classroom. I adapted—traveling from room to room and teaching social studies as well as English—but I was not happy. What was I to do?

That summer I did some soul searching and made a decision: my primary focus was now to be on the process of learning; it had to be enjoyable. I abandoned all of the rules and regulations of the first year—homework was given only when necessary, and students frequently saw me smile. My tone, manner, and demeanor all changed. I loved where I was and I "loved" them. Everything was warm and fuzzy and fine. Surprisingly (perhaps based on my previous year's reputation), things did not fall into total disorder. Instead, the kids truly liked me. By mid-year, I was one of the most popular teachers in the school. But now curious questions began to pop up in my mind. Was there sufficient content? Were the kids really learning? Had I lowered my standards to accommodate a desire to be nice and get along?

Now it was time to tweak the approach once again. Year three seemed to be a year of balance—returning to the harsh realities of year one in which skills and content were emphasized, with the kindness and approachability of year two still intact. The desks were rearranged, and the assessments more reflective of standards (in the days when they were not posted on bulletin boards and hammered into the psyche of each classroom teacher). This was truly a good year.

For some reason, I have always been a proponent of threes: the first year in any new situation I see as one in which the novice is getting his or her feet wet; the second year, one is usually secure enough to attempt some experimentation on the job; and in the third, one finds his or her niche or looks elsewhere. In retrospect, perhaps the gods of tenure knew what they were doing in waiting three years to award it. At any rate, four should be heaven, right? Wrong—at least for me.

To me, stability and security are too confining—in order to grow, one must continually take risks.

Among my many other quirks is an inability to be satisfied. Oh, you've heard of those teachers who fill out their plan book, type their tests, and then use them for the next 25 years, never having to revisit any preparation? Not me. Even if I could teach the same level, I always chose to change grades or even schools (from junior high to high school). Even if I could use last year's test, my approach was different this year, and therefore the assessment must change to match it. What about having students set their own goals and then monitoring their achievement? Here comes computer technology—how can I incorporate that into my lesson? What about that new approach I read about or saw at the latest teacher conference? I can't wait to get back to school and try it. And so we fast-forward . . . .

Twenty-one years later, here I am—teaching English to seniors at a large urban high school that hired me one day before school began (sound familiar?). I left the comfort of a private school where I was department chair for 15 years to join the ranks of the untenured "novice." Am I nuts? What's wrong with me?

The answer is both a blessing and a curse. Never satisfied, I am always searching for more. How can I improve as a teacher? How can I adhere to the state standards in English instruction, not compromise the goals and objectives of my lesson, and yet make the learning process enjoyable? How can I put myself on a path of constant retooling so that I am ever fresh and vital and engrossed by what I do and how I do it? Hence, workshops, conferences, and graduate courses have long been part and parcel of my career.

To me, stability and security are too confining—in order to grow, one must continually take risks. That's why I am an advocate of the "itinerant" teacher. Wouldn't it be great if every few years (three would be a good number), teachers swapped positions in local communities and moved to a new school? Wouldn't it be great if communities shared resources so that I could continue to be a tenured employee of school district #1 who paid my salary and benefits while I taught in school district #2? Far-fetched? Perhaps, for those who get complacent in their own realm. Imagine, however, what this would do for the whole educational climate. But I've gotten off track.

After 15 years of living the "sweet" life as department chair in what one interviewer termed a "country club" atmosphere (i.e., a small private high school), here I am in the "real" world—a large (1600 student) urban high school, triple the size and scope

BEST COPY AVAILABLE

of my previous school. Here I am a seasoned professional tackling five classes per day, with four preparations and five duties per week. How different does it appear to me now after all these years? More physically exhausting and more mentally and emotionally challenging than it was 20 years ago, but I find myself appreciating so much more the amazing work that young teachers straight out of college are achieving all around me. I am revitalized by their enthusiasm, and I'd like to think that they see in me their hope for the future—a veteran who still loves what he does and shows up each day to do it. How enriched and challenged am I by the experience of encountering true cultural diversity in my classroom? Conversely, how enriched are my students through their interaction with a novice to the school who has such a breadth of life and educational experience?

Picture this: a 21-year veteran with a Ph.D. in English being assigned a mentor. At first, as with the three full days of orientation and the required two-hour mentoring workshops, I scoffed at the idea. After all, shouldn't a veteran be given some special dispensation? But this school system does not differentiate between those new to teaching and those new to the school system, so here I am on the same playing field with all of the others. The sessions with my mentor have proved interesting, although she is less experienced than I and still working toward certification. Her extra experience at *this* school, however, has taught me all of the ins and outs of school policy, and our conversations have provided us with a unique opportunity to come together and share pedagogical war stories. As a result, we both have grown from the experience.

I find myself appreciating so much more the amazing work that young teachers straight out of college are achieving all around me. I am revitalized by their enthusiasm, and I'd like to think that they see in me their hope for the future—a veteran who still loves what he does and shows up each day to do it.

Now picture this one: a 21-year veteran on the wrong side of 40 reveling in watching his students engage in a session of "Poetry Alive," staging a TV interview with Sir Thomas More and King Henry VIII as guests, facilitating writing and research in the computer lab, and/or providing instruction for PowerPoint presentations. Who says you can't teach an old dog new tricks?

I am uncertain where all of this is taking me now. I am not exactly delighted with all that I am asked to do and desperately miss the leadership role I had as a department chair. As always, I still yearn for something new and challenging. That aspect of my personality will never change, and I really don't want it to. It is for this reason that I teach a class two nights a week at a local college, and that each spring I teach an elective there that I have designed. I have been doing this for several years and plan on continuing even into my "retirement." And I don't plan to stop there. In fact, I recently saw an ad for a very special charter school with a unique individualized learning approach for at-risk students. Wouldn't that be interesting?

I don't necessarily advocate that others follow this path, for to some my path may appear truly unstable. I do wish, however, to see more of a desire and/or an opportunity for educators to be more flexible within their career. I believe that this flexibility would prove to be rewarding for all within the educational community. At the very least, others may come to realize what I have appreciated and reveled in for some time, having seen things from both sides now: "I really don't know life at all." ●

A Community of Learners Can Spark a Classroom!

JoAnn LaMuth, Bexley High School, Bexley, Ohio

I am tired of teaching English in the same ol' way! The textbooks are arranged mostly in thematic units or chronological order—both systems work, of course. Newer texts have added a generous supply of politically correct multicultural items as well, and a teacher can be very successful using these tried-and-true materials.

However, last spring when I began to get ready for my humanities class for high school seniors, I decided to organize in another way. I am using six umbrella concepts, or strands, to link together all parts of this very unique course: nature/harmony/order; beauty; truth and justice; men and women; age and youth; philosophy of life. These threads are discussed no matter whether we are studying the Greeks, the Baroque period, or Asian culture.

Humanities is a combination of art, music, and literature with a sprinkle of philosophy 101, dance, architecture, theatre, general culture, and history thrown in. To the list of expected Western materials, I added works from China, Japan, India, and

Africa. (I will probably add texts from the Middle East in the future.) I tried not to duplicate what is already covered in foreign language curricula, and I picked areas of greatest populations and impact.

This type of course is a challenge on many levels, but the learning has been as much fun for me as for my students. I may have collected a great amount of information over the past decades, but the gargantuan task has been to review, compare, restudy, and order it. I am extremely lucky that I have Mabi Ponce de Leon, a very talented art teacher, and Jeff Schneider, a very talented music teacher, who come in to teach the class on a regular basis. Their depth of knowledge and thoughtful understanding of art and music add a component that I myself cannot duplicate—in spite of my lifelong interest in and love of those arts.

After asking many of the high school faculty, I have discovered that we have teachers who know lots of good things besides their regular teaching specialties, and they have been excited to share their expertise with students in the humanities course: a history teacher knows opera; a math teacher knows about the devine proportion and beauty; the theatre person knows many more details about theatre than I do; the Latin teacher knows Plato and Socrates; a physics teacher can explain the science of music; another history teacher has a private collection of slides about European cathedrals and castles. The list goes on. What a wonderful way to show the students that lifelong learners enjoy myriad academic and cultural pursuits.

Most teachers already use libraries for enrichment and planning, and I have taken advantage of the numerous excellent videos and CDs as well as books. Still, libraries do not have *people* to loan—people from China, Japan, India, and Africa, or people who have lived in these cultures, or artists, or musicians. Fortunately, I live near The Ohio State University, so I began to call the various departments to find real human beings. Without exception, Ohio State returned my calls, sent me materials, offered suggestions, introduced me to people, and encouraged my efforts. As it turns out, I will have a half-dozen people visit the class as a result of these university contacts: a woman from India will speak about Indian art; a woman from China will speak about language and culture; an American man who studied in China will discuss Confucianism and Daoism; an American woman is an African dancer; a man who plays the *shakuhachi* (Japanese flute) will perform; and others. These people bring a vibrant quality and personal experience to the class. I would bet that most colleges and universities would be a willing source of people and information, and many of these institutions have specific outreach programs to tap.

After asking many of the high school faculty, I have discovered that we have teachers who know lots of good things besides their regular teaching specialties, and they have been excited to share their expertise with students in the humanities course.

The Ohio State University is also serving as a liaison to link our high school with a sister school in China, Qingdao No. 2 High School. We will become education partners, not only in my humanities class, but everywhere else in the school where interest exists. The science department wants to conduct experiments across the two continents; the theatre department would love to put on a play using telecommunications; the librarian would like access to research materials. Eventually student and/or teacher exchanges may be possible.

Another fantastic source of talent is alumni from our own high school: one man is studying ethnomusicology and plays both African and Japanese percussion; one woman is getting her Ph.D. in trumpet performance and loves the Baroque period; one man deals in photography of Native Americans and can speak about Native American art. Sometimes students benefit from seeing where future study could take them, and of course, I can reconnect with graduates I haven't seen for a few years.

The community where I live is brimming with opportunities to add even more color and variety to my list of guests: two gentlemen from Dawes Arboretum have a collection of slides about Japanese gardens; a woman who owns a bead shop knows about body adornments worn all over the world; a local couple collects Persian rugs; a man collects African art; an American architect travels to China for his work and Chinese architects visit his firm; our own art teacher and her friend will explain the philosophy of martial arts and demonstrate. I have many, many choices about whom to invite, especially considering all the art museums, theatres, and musical groups in the Columbus area—plus we require students to attend live performances and art exhibits as much as possible. People are beginning to call me rather than the other way around!

This endeavor may sound smooth and easy, but there are challenges. The biggest headache for a course like this one is scheduling. A true team approach is certainly ideal, but the larger the team, the harder it is to find time to meet. I already meet with the art and music teachers; I would love to expand that to include the history and theatre teachers. It also helps to have the support of the administration and a class time right before or after lunch to give "slush" time for accommodating speakers and performers.

How to select and what to emphasize are major planning essentials—a

BEST COPY AVAILABLE

semester is short and the material is vast. Reading the literature and selecting the best stories, poems, plays, and novels took my whole summer—and I am not done. In addition, it's important for student assessment to be creative, and we have tried to design projects that require students to compare ideas across eras and cultures, often using two media. For example, for one assignment, students choose a piece of art from China or Japan and then find a Chinese or Japanese poem that can be compared to the art, finally producing a short paper explaining their reasons for comparing the art and poetry, applying at least two of the course umbrella ideas in their discussion. When we must, we use open-book objective tests to measure whether the students are reading the material and whether they can use the books as resources.

This course is an evolving product and will never be exactly the same twice. The variety is infinite since every culture has expressed deep interest in beauty, truth and justice, nature/harmony/order, age and youth, men and women, and philosophy through its art, literature, and music. For me, the role of student is as rewarding as the role of teacher—I really believe that excellent teachers never stop being students. ●

Book Reviews

The Teacher's Daybook: Time to Teach, Time to Learn, Time to Live

Jim Burke. 2002. Heinemann (361 Hanover Street, Portsmouth, NH 03801-3912, USA). ISBN 0-325-00502-8. Softcover. 176 pp. US $12.95.

Reviewed by Bonita L. Wilcox

In 2000, Jim Burke received the Exemplary English Leadership Award. Aside from teaching high school and teaching online for Heinemann, he just published two new books, *The Teacher's Daybook* and *Tools for Thought*. If you know an English teacher who hasn't met Jim Burke, *The Teacher's Daybook* is a great introduction. Although teachers have been required to record and keep track in a weekly plan book for some time now, this resource offers much more than little boxes to remind you where you might begin and end in each class period; it is an organizational tool, a professional development tool, and a self-assessment tool.

Organizational tool: Burke offers every manner of calendar—multiyear, monthly, and weekly. The Teacher's Homepage is for information that is handiest kept in one place. The Personal Workshop page allows you to record your personal and professional goals at the beginning and end of the year. There are pages for attendance, seating charts, substitute info, and a great daily lesson plan form you can copy and use. The Portfolio Page keeps track of professional experiences, and the Personal Directory is for phone numbers and addresses. Most of the pages in the book are focused on weekly planning.

> *I wish I had a daybook for every year I taught. What fun it would be to look back and read what I thought and did, see what I accomplished, and find evidence of my growth and progress.*

Professional development tool: Burke emphasizes the importance of standards: Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS), content standards, and teaching standards. Nearly every page offers encouragement for discussion and an *invitation* to think. Each week suggests a new Web site for investigation, and at the end of the book is a recommended reading list. Additional resources can be found at the companion Web site.

Self-assessment tool: Burke has provided the teacher with a daily record, a weekly record, and a year's record of teaching and learning activities. You can compare beginning of the year goals with end of the year goals. In addition, each weekly plan has a place for reflection. With specific self-assessment questions, the teacher is guided toward teaching by design. For portfolio keepers, highlights and stories appear as they occurred, to be copied, reviewed, or explained at another time. Best of all, a whole year's activities are chronologically represented.

The complexities of day-to-day teaching discourage many beginners from keeping accurate records and planning very far in advance. The truth is, we try to keep records and make plans in our heads. We keep piles of stuff on our desks and more important announcements on our bulletin boards. We invent invisible labels for particular drawers we fill and empty each year. We hoard documents that will never get read in our file cabinets. At retirement we throw out about 80% of these treasures.

I wish I had a daybook for every year I taught. What fun it would be to look back and read what I thought and did, see what I accomplished, and find evidence of my growth and

progress. *The Teacher's Daybook* will help teachers balance their personal and professional lives as they keep accurate records of their past performances. If you haven't met Jim Burke, don't miss this opportunity to get acquainted.

Computers in the Writing Classroom

Dave Moeller. 2002. National Council of Teachers of English (1111 W. Kenyon Road, Urbana, IL 61801-1096, USA). ISBN 0-8141-0828-8. Softcover. 93 pp. US $21.95.

Reviewed by Bonita L. Wilcox

A key word in the professional development realm is *technology*, and the choices are numerous. For example, you can buy a new computer, take a class, or ask some focused questions. Whatever your level of expertise, there are opportunities that will challenge and excite those interested in learning new skills and trying new strategies. Usually, the most difficult decision is choosing what will be most beneficial for a particular individual at a particular time. One way to make an informed decision is to read a good book. With a quick review of research, a list of advantages and disadvantages, discussion of general principles, and suggestions for activities teachers can use, *Computers in the Writing Classroom* by Dave Moeller offers guidelines for getting started.

The review of research in Chapter 1 leads the practitioner to a constructivist approach to teaching and learning. The idea is to move from "instruction delivered by the teacher" to "the construction of knowledge" by the students (p. 4). In the end, "our wisest course is to trust to the middle ground" (p. 12). Chapter 2 lists the advantages and disadvantages of using computers to teach writing, but it also discusses many other important issues. For example, teachers of writing always want to know if computers improve student writing. Unfortunately, "the research shows that students who write on computers show little or no improvement in the quality of their writing" (p. 25).

With a quick review of research, a list of advantages and disadvantages, discussion of general principles, and suggestions for activities teachers can use, Computers in the Writing Classroom *by Dave Moeller offers guidelines for getting started.*

However, the argument is strong for using the computer to teach writing, and Chapter 3 contains advice for getting started.

Chapter 4 discusses the changes writing teachers can expect when they shift to a computer-based writing classroom, and Chapter 5 suggests beginning activities for student practice. The author's expertise shows here, where general principles are clearly explained and the suggested activities and strategies are sure to make the shift easier. If you are not a word-processing wizard, you may want to read these chapters twice. Not only does Moeller present many lesson ideas, he offers helpful tips and insights on word-processing.

Another valuable feature of this book is the Works Cited list. Usually book authors research their topics carefully, and this is reflected in their list of references. If a reader needs more information, this is always a good place to begin a search. If a reader is knowledgeable in the field, the reference list can indicate the quality and comprehensiveness of the current publication. Understanding that it takes about a year to get a book published, reference lists may not be current. Still, reading a book such as *Computers in the Writing Classroom* for personal or professional development is a good choice for improving practice or just for "sharpening the saw." ●

Call for Manuscripts on "Teaching, Learning, and Leadership Online"

English Leadership Quarterly is seeking manuscripts for the October 2003 issue, "Teaching, Learning, and Leadership Online." The University of Phoenix Online employs about 7,000 professors, and each week "8,000 students at the University of Phoenix begin a new course" (Olsen, "Phoenix Rises," *Chronicle of Higher Education*, November 14, 2002, p. A29). Professors and students choose a course or a course of study from 25 programs, including education, to teach or to learn online. Many question the value and quality of online teaching and learning, while others believe it is the perfect alternative in certain situations. As a leader in the field of teaching and learning English language arts, what evidence have you gathered to substantiate your thinking about teaching and learning online? Have you considered taking an online course? Have you taught any online courses? Have you read any good books about teaching and learning online? **(Deadline: June 15, 2003)**

BEST COPY AVAILABLE

CEL's Atlanta Convention Still "The Best Deal in Town"

Tradition has it that those who attend the CEL convention following the NCTE Annual Convention take advantage of "the best deal in town." The Atlanta convention was no exception. English leaders from across the nation met once again to enjoy the camaraderie, learn from each other, and hear from outstanding speakers whose messages focused on important aspects of leadership. This year's convention was held at the Hilton in Atlanta, Georgia, from November 23–26, 2002.

CEL Luncheon

The traditional luncheon that launches the CEL convention provided an opportunity to recognize two outstanding CEL members. This year's winner of the *ELQ* Best Article Award was Dr. Josh M. Slifkin for his article "Writing the Case of the Self: Variances in Higher Order Thinking and Narrative Topics in High School Students' Reflective Journals." Bonita L. Wilcox, editor of the *Quarterly*, presented the award.

Rudy Sharpe, incoming CEL Chair, presented the third annual Exemplary Leader Award to Dr. V. Pauline Hodges of Beaver, Oklahoma. Cited for her many years of teaching, her scholarly research, and her work on behalf of rural schools, Dr. Hodges joins the previous winners, Jim Burke and Wendell Schwartz, as a group of leaders to be admired and emulated. CEL also recognized Mary Ellen Thornton for her tireless efforts on behalf of CEL and the English language arts.

Peggy O'Brien, executive director of Cable in the Classroom, was this year's featured speaker. With a highly entertaining and provocative message, Dr. O'Brien challenged those in attendance to reevaluate their attitudes toward and use of media in the classroom. The impact of the message was obvious, as conversation regarding media and technology continued long after the luncheon concluded.

CEL Convention

The 2002 convention began with the annual Sunday-evening social. Participants spent the hour becoming reacquainted with old friends and greeting the more than 50 first-timers who attended the CEL convention in Atlanta. Beginning on Monday morning, featured speakers Dr. Beverly Hall, superintendent of the Atlanta Public Schools; Robert Probst, educator, author, and lecturer; Tracy Holder, filmmaker; and V. Pauline Hodges, CEL Exemplary Leader recipient, provided thought-provoking messages to those in attendance. Program Chair Lela DeToye coordinated a vast array of concurrent sessions on topics of interest to English language arts leaders, ranging from standards and high-stakes testing to the retention of novice teachers. There is no appropriate way to convey our thanks to the myriad presenters who researched, wrote, and orchestrated the many outstanding sessions. The vitality of the participants evident throughout the three days will have to suffice as CEL's "thank you" to all those who gave so generously of their time and expertise.

Thanks are also due to the many volunteers whose work behind the scenes made the convention run as smoothly as it did. Hospitality Chair Paul Putnoki, his associate chair Greg Van Nest, and CEL booth manager Nina Bono, as well as the many members of various committees, are to be commended for their efforts on behalf of CEL.

Executive Committee Meeting

As usual, the CEL Executive Committee held two meetings during the convention to conduct the business of the conference. The Committee welcomed a number of new office holders including Rudy Sharpe, incoming Chair; Judith M. Kelly, Associate Chair; and Henry Kiernan and Brannon Hertel, members-at-large. New appointments included Wanda Porter, Nominations Chair; John Barber, Associate Nominations Chair; Tom Scott, Associate Program Chair and Chair for 2004 (Indianapolis); and Greg Van Nest, Hospitality Chair for 2004. The Committee also acknowledged the work of its outgoing members: Past Chair Louann Reid; Members-at-Large Bob Infantino and Tom Scott; Nominations Chair Helen Poole Shillito; Hospitality Chair Paul Putnoki; and 2002 Program Chair Lela DeToye.

The Executive Committee heard an optimistic financial report from Kent Williamson and Bill Subick of the NCTE staff; membership numbers, however, continue to be a concern. Kent Williamson also informed the Committee of a number of technological changes underway at NCTE. These initiatives promise to make participatory membership in NCTE, and consequently CEL, easier and more efficient. Members of CEL voted to approve the new bylaws, but there are still some issues that need to be resolved. A task force led by Bob Wilson will continue to refine the bylaws so that the workings of the Conference are continually streamlined.

Debbie Smith McCullar, Program Chair for the 2003 Convention in San Francisco, reported on her progress thus far and announced the convention's theme, "Fostering Partnerships through Leadership." The location of the convention and the timeliness of the theme should make for a lively and engaging interchange of ideas.

In lieu of the spring conference, CEL will join with the California Association of Teachers of English in February. CEL members will present at CATE's annual conference in Palm Springs and will conduct the business of CEL during that conference. Tentative invitations have been issued from Colorado (2004), New York (2005), and Wisconsin (2006) for CEL to participate in their spring conferences.

On behalf of CEL's Executive Committee, may I wish you all the best in 2003 and invite you to join us in the exciting events of the upcoming years.

Rudy Sharpe
Chair, CEL

CEL Election Results

Congratulations to Judith Moore Kelly (Howard University), CEL's new Associate Chair. Brannon A. Hertel (Bear Creek High School, Lakewood, Colorado) and Henry Kiernan (West Morris Regional High School District, Chester, New Jersey) are the newly elected members-at-large of the CEL Executive Committee. Their terms will run through 2005.

BEST COPY AVAILABLE

Call for Session Proposals

"Fostering Partnerships through Leadership"

The Conference on English Leadership (CEL) is a forum for English language arts leaders who are passionate in their desire to explore current and emerging issues and trends. The CEL conference is dynamic, collaborative, and discussion-based, while the atmosphere is collegial. All English language arts leaders are invited to add their voices to the CEL conversation.

The theme for the 2003 San Francisco CEL conference is "Fostering Partnerships through Leadership," and is intended to explore the variety of ways leadership extends beyond the classroom to cultivate and strengthen connections among all partners in learning. Please join us by proposing a session that might explore any of the following:

- Fostering community connections
- Improving student achievement through staff development
- Supporting and mentoring new teachers
- Eliminating violence and aggression in our schools
- Improving learning environments
- Coaching leaders to attain student success
- Building a learning community
- Analyzing emerging issues in English language arts
- Making connections with State Department and legislators

Please consider developing a proposal for the 2003 CEL conference in San Francisco. (See the proposal form below.) You may present by yourself or in collaboration with others. Maybe you have a great idea for a roundtable discussion on a current or emerging English language arts issue or trend.

Because the strength of CEL has always been the high quality of its workshops, each presenter adds an important voice to the CEL conversation. I not only invite you, but also encourage you to share those programs that have made a difference in your learning communities. By doing so, you can make a difference in the CEL learning community.

The CEL program committee will make program decisions in the spring. You will hear about the status of your proposal by mid-May. THINK ABOUT IT. Only submitted proposals can be considered. Do you really want to miss leading the CEL conversation in San Francisco?

Conference on English Leadership (CEL)
Call for Program Proposals

November 24–26, 2003—San Francisco, CA
"Fostering Partnerships through Leadership"

Part A: *(Please type or print clearly.)*

Presentation Title: _____

Contact Person's Name: _____ Title or Position: _____

Workplace Name: _____ Mailing Address: _____

_____

Telephone: Home _____ Office _____ E-mail address _____

Names of other presenters: _____ _____

_____ _____

Suggestion for Session Chair: _____

Session Type: ❑ Individual ❑ Panel ❑ Roundtable discussion

Audience: ❑ Elementary ❑ Middle School ❑ Secondary ❑ College ❑ General

Session Synopsis for the Program: _____

_____

_____

An overhead projector is essential for my presentation: ❑ Yes ❑ No

Part B:
Attach to this form a concise description of the presentation, including objectives and activities. Please remember to include in your description the role that leadership (yours or others) plays in the success of the project or program you are presenting. CEL audiences appreciate opportunities to interact with presenters.

Send completed program proposals to:

Debbie McCullar
1502 South Wolcott Street
Casper, WY 82601

Proposals will not be accepted by phone or e-mail, but if you have questions, please contact Debbie at 307-265-0354 or d_mccullar@ncsd.k12.wy.us.

PROPOSALS MUST BE POSTMARKED BY FEBRUARY 28, 2003.

BEST COPY AVAILABLE

Call for Manuscripts/ Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful teaching and learning activities are always welcome. Book reviews, software reviews, and Web site reviews related to the themes of upcoming issues are encouraged.

Surveys of our readers reveal a variety of topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

August 2003 (deadline April 15, 2003)
Best Practice in English Education

October 2003 (deadline June 14, 2003)
Teaching, Learning, and Leadership Online
(see call, p. 17)

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, as traditional double-spaced typed copy, or as e-mail attachment. A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year. Send articles and inquiries to Bonita Wilcox at P.O. Box 142, Cambridge Springs, PA 16403; e-mail: jwilcox@toolcity.net; phone: (814) 398-2528. ●

CEL EXECUTIVE COMMITTEE

Chair
Rudolph Sharpe
Mannheim Township School District
Lancaster, Pennsylvania

Associate Chair
Judith Moore Kelly
Howard University
Washington, D.C.

Past Chair
Rick Chambers
Ontario College of Teachers
Toronto, Ontario
Canada

Corresponding Secretary
Bil Chinn
Edmonton Public Schools
Edmonton, Alberta
Canada

Membership Chair
Jolene Borgese
Educational Consultant
West Chester, Pennsylvania

Nominating Committee Chair
Wanda Porter
Kamehameha Secondary School
Honolulu, Hawaii

Nominating Committee Associate Chair
John Barber
Fairmount-Harford High School
Baltimore, Maryland

2003 Program Chair
Debbie Smith McCullar
Dean Morgan Junior High
Casper, Wyoming

2004 Program Chair
Tom Scott
Menomonee Falls School District
Menomonee Falls, Wisconsin

Members-at-Large
Jennifer Abrams
Palo Alto Unified School District
Palo Alto, California

Brannon Hertel
Bear Creek High School
Lakewood, Colorado

Henry Kiernan
West Morris Regional High School District
Chester, New Jersey

Robin B. Luby
Grossmont High School
La Mesa, California

David Noskin
Adlai E. Stevenson High School
Lincolnshire, Illinois

Kathleen Siegfried
Bordentown Regional School District
Bordentown, New Jersey

Liaison to NCTE Secondary Section Committee
Willa Mae Kippes
Valley High School
Gilcrest, Colorado

Liaison to Conference on English Education
Jeff Golub
University of South Florida
Tampa, Florida

Staff Liaison
Dale Allender, NCTE

ENGLISH LEADERSHIP Quarterly

Conference on English Leadership
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096

Nonprofit
Organization
U.S. Postage
PAID
National Council of Teachers of English

BEST COPY AVAILABLE

ENGLISH LEADERSHIP
Quarterly
CEL Leadership for Excellence
Conference on English Leadership

▶ IN THIS ISSUE

Stories of Teaching and Learning

Bonita L. Wilcox, editor

In the introduction to *The Writer's Handbook 2003*, Elfrieda Abbe writes, "One constant, however, is the conviction that writing—telling our stories—is an important and necessary part of being human. Writing, and reading, help us find meaning in a world that may at times seem out of our control but has a profound effect on our lives" (p.13). Stories, both oral and written, allow us to connect with listeners on common ground, to place a link to new information in the listener's mind, and to help our memory and understanding. Nothing seems to grab the listener's attention as quickly as, "Did you hear the story . . .?" Whether providing background information, illustrating a point, introducing a topic, or just offering comic relief, we were using stories to facilitate teaching and learning with students of all ages even before "Once upon a time" became popular.

Generally, as a teaching/learning tool, stories are purposeful, believable, and told with the listener in mind. I learned this from parenting. When a story has a purpose, it can scaffold learning. When a story is believable, the teller and the message gain credibility. When a story is told with a listener in mind, the connection is direct, the link is stronger, and comprehension is increased. This is true in classrooms as well, and from both sides of the desk. Donald Graves, one of the greatest teachers of our time, writes, "When we attend to children's stories, we establish probably the best foundation for their own future as learners. We therefore have to ask ourselves if stories are an essential element in our curriculum. When we exchange and honor stories, we give one another a place to stand in our own small community. Everyone has a story to tell" (2002, p. 17). Whether the story is just a few sentences or a 12-minute narrative, we have a natural inclination toward this kind of information transfer. Common sense tells us that stories can facilitate teaching and learning, and most of us see them as a necessary part of everyday life.

Teachers, of course, use stories, both oral and written, as a teaching/learning tool. The difference is, oral stories are theirs, but written stories are usually not. Why is that? If sharing stories orally is so worthwhile, then isn't the writing of them valuable, too?

Unfortunately, for some time, teachers' unwritten stories from classrooms were *sort of* sacred. Teachers seemed to be protective of their "secret knowledge." In fact, even stories told orally in faculty rooms were often creative fiction, rather than honest renditions. Perhaps enhancements made the story more interesting; perhaps all are not gifted in the craft of storytelling. Over time, though, the concept of "secret knowledge" changed, and teachers were encouraged to study (action research) and to share (publish) their classroom experiences, thus contributing to the

INSIDE

Multigenre Teaching as Student Empowerment 2
by Sarah Edwards

It's Not about the Book 7
by Dagny D. Bloland

Out of Africa 8
by Vicki Mueller

Let Me Tell You a Story 10
by Jolene Borgese

Book Reviews: 11
Publishing with Students: A Comprehensive Guide
[reviewed by Josh M. Slifkin]
Teaching Writing in High School and College: Conversations and Collaborations
[reviewed by Jean Schulte]

Cognitive Therapy: Letter Strategy for Writers 13

Call for Manuscripts 14

NCTE National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096

Volume 25, Number 4 • April 2003 • Editor: Bonita L. Wilcox

BEST COPY AVAILABLE

professional knowledge base. But sharing experiential knowledge through published stories can have a greater purpose, and that is to inform those outside of the profession.

It is understandable that novice teachers may want time to practice and gain expertise before sharing their classroom experiences with others, but surprisingly, many veteran teachers think that they have nothing of importance to share. Yet who knows more about teaching and learning than experienced classroom teachers? Even Aristotle placed "high value on the role of lived experience in the formation and acquisition of practical wisdom" (Spigelman, 2001, p. 74). In this issue, you will see that teacher stories are informative, as in Sarah Edwards' description of how she empowered her students; teacher stories can be inspirational, as in Dagny Bloland's story about becoming a teacher; teacher stories can offer advice, as in Vicki Mueller's response to an embarrassing moment; or, teacher stories can be insightful, as in Jolene Borgese's story about telling stories. The book reviews, also, offer examples of stories about classroom stories. ●

References

Abbe, E. (Ed.). (2003). *The writer's handbook 2003*. Waukesha, WI: Kalmbach.

Graves, D. (2002). *Testing is not teaching*. Portsmouth, NH: Heinemann.

Spigelman, C. (2001). Argument and evidence in the case of the personal. *College English, 64*, 63–87.

Multigenre Teaching as Student Empowerment

Sarah Edwards, University of Nebraska, Omaha

I have always known that teaching is helping students to make connections. The hardest days are when I walk out of my classroom knowing that all I've managed to do is to broadcast information that did not take hold. The bright spots in my career have occurred when I have been a conduit that provided a rich seedbed for ideas to grow. On those golden occasions when electricity is in the air, I know I have been using what I consider to be multigenre teaching.

These connections take many forms and may be either interpersonal or intrapersonal. Those that are interpersonal may occur between student and peers, between student and family, or between student and his/her experiences outside the classroom walls. Equally important are those intrapersonal connections that link past experience to new understandings, bridge understandings with new information, or create a fresh perspective for deeply held beliefs.

While many educators publicly spout the line of strength in diversity, our teaching does not always support that idea. For years, I relied on mentors, teacher guides, and even my own prior experience as a student to guide my decision making in the classroom. Educational theorists from Vygotsky to Rosenblatt had taught me that as teachers, we must build on student prior knowledge to achieve new understandings. Yet despite this information that learning is not only highly personal but also occurs in joining different topics through various activities, my transmission approach regularly offered my students a steady diet of stale teaching that failed to inspire even the most dedicated student.

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

It is the policy of NCTE in its journals and other publications to provide a forum for the open discussion of ideas concerning the content and the teaching of English and the language arts. Publicity accorded to any particular point of view does not imply endorsement by the Executive Committee, the Board of Directors, or the membership at large, except in announcements of policy where such endorsement is clearly specified.

English Leadership Quarterly (ISSN 0738-1409) is published quarterly in August, October, February, and April for the Conference on English Leadership by the National Council of Teachers of English.

Annual membership in NCTE is $40 for individuals, and a subscription to *English Leadership Quarterly* is $18 (membership is a prerequisite for individual subscriptions). Institutions may subscribe for $36. Add $5 per year for Canadian and all other international postage. Single copy: $10 (member price, $6). Remittances should be made payable to NCTE by check, money order, bank draft in United States currency, or credit card (call NCTE toll-free at 877-369-6283).

Communications regarding orders, subscriptions, single copies, and change of address should be addressed to *English Leadership Quarterly*, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. Communications regarding permission to reprint should be addressed to Permissions, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. POSTMASTER: Send address changes to *English Leadership Quarterly*, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096.

NCTE's Web site: www.ncte.org

Editor: Bonita L. Wilcox. NCTE Editing and Production: Carol E. Schanche. Designer: Pat Mayer. NCTE Managing Editor for Journals: Margaret Chambers.

Copyright © 2003 by the National Council of Teachers of English. Printed in the U.S.A.

BEST COPY AVAILABLE

The Roots of Success

Multigenre teaching is not a new idea. We need only look at our colleagues teaching kindergarten to remember both the power and the fun inherent in thematic units. Integrating curriculum has long been a trend in elementary education. As described by Shanahan, Robinson, and Schneider, "Thematic units are exciting because they encourage students to pursue ideas more thoroughly so that they can develop deeper understanding" (p. 718). Like the thematic approach, successful multigenre teaching brings meaningful activities to the classroom. Shanahan, Robinson, and Schneider caution that in order to focus the study, this approach must focus on issues, not simple topics such as whales.

In addition, an integrated curriculum motivates students by making connections to both their lives and their prior knowledge. Moreover, multigenre teaching also offers the opportunity to broaden the reading activities of students. For example, this approach is a natural for introducing young adult literature into the curriculum. Marshall George has suggested a variety of strategies, including multigenre thematic units that allow students to explore life issues through literature (pp. 74–81). With this approach, the classroom is no longer focused on just one novel that has been selected from a traditional list of approved reading for a particular grade, nor are students expected to spend four to six weeks on one text. Now the natural student motivator of choice has been introduced.

This approach allows literary elements to be addressed from multiple sources that include traditional novels, poetry, editorials, and short stories. Carol Gilles et al. suggest that learning occurs on a deeper level when classroom teachers use thematic teaching that includes elements of both fiction and nonfiction (pp. 579–88). Judith Howard supports this notion by describing how themes can actually serve as guides for student problem solving (pp. 171–76). Student learning lies in the knowledge found within the combination of these elements of multiple sources, not within the elements themselves.

Approaching the classroom from multiple perspectives is also a natural way to incorporate variety into a prescribed language arts curriculum. Currently, many administrators are supporting literacy by requiring that reading and writing be taught across the curriculum. Content area teachers are being asked to integrate literature into their curriculum. As literacy teachers, we must also capitalize on these opportunities to present materials across disciplines. For example, if your school or language arts department holds solidly to required books or a reading list for each grade level, supplementing the book with art, music, biography, or current news stories helps deepen student understanding of the literary elements ranging from the setting to the characters.

It was time to test our experiences by applying them to issues beneath the surface of our daily pleasantries. An established atmosphere of respect and trust was crucial to support risk taking.

Lesson One: Putting Multigenre Teaching into Practice

As eighth graders soon to be entering that mystical world called high school, my students were primed to question authority presented in the form of traditional resources. Perhaps you've met these students —indignation on the edge of rebellion. Teaching in a court-ordered desegregation school with a 69% free and reduced lunch population as well as a sizable number of English as a Second Language speakers, I felt it was critical that my students experience success. State-mandated assessments aggravate an already high rate of failure. With an official dropout rate of 9%, I also knew there were many of my students who were not counted as dropouts because they never enrolled in high school. They were lonely wanderers just waiting for someone to reassure them that they would be able to handle that next academic step. In the meantime, however, they ruled the social world called school.

It would have been professional suicide to require these students to sit through my brilliant lectures on Mark Twain's depiction of race relations in our country. Many never would have read beyond the title of *Huck Finn*. Rather than require nightly chapter readings coupled with worksheets and quizzes, I started gathering everything I could find on the issue of race relations in our country. Looking to both history and current headlines, I framed our unit of study as "A Study of Tolerance through a History of Intolerance in America."

After incorporating elements of both reading and writing workshops during the first semester, my language arts students were familiar with each other and the classroom expectations. We had learned to tolerate each other in our classroom encounters and now it was time to test our experiences by applying them to issues beneath the surface of our daily pleasantries. An established atmosphere of respect and trust was crucial to support risk taking as we incorporated a multigenre approach to our second semester theme of tolerance. Our classroom community would blossom over the next semester.

"What is this?" I asked as I held up a picture of a rusted Texas license

BEST COPY AVAILABLE

plate from a recent edition of *Time* magazine. After no one answered, I flipped on the overhead displaying an article found on the Web site of the *Houston Chronicle*. There were audible gasps as the students learned of the dragging death of James Byrd, Jr., by the three men who were currently awaiting trial for the murder. We continued cruising the Internet to find newspaper accounts describing hate crime bills currently being considered by various states. Just as some students started to question how this sort of thing could be allowed to happen, other students just hung their heads in silence. "Has anyone ever heard of a singer by the name of Billie Holliday?" A few raised their hands. "I want to tell you a story about her." I had their attention; now it was time to teach. "Billie Holliday was a singer who traveled through the segregated South to perform in nightclubs. She wrote a song about a time when, as she arrived in one town, she noticed bodies hanging in the trees. Listen to this song entitled, 'Strange Fruit' and when it is done, tell me about her perceptions of the fruit."

Despite the fact that we were a court-ordered desegregation school, few of my students knew what that term meant or what impact it had on their daily lives. Therefore, we started our semester with a study of the Civil Rights Movement. Although the students knew of Rosa Parks, Martin Luther King, and separate drinking fountains in the South, most did not know much more than they had learned in elementary school. They were curious to read about history to better understand current issues of racism in our country. Their first assignment was to ask an adult to share memories of segregation in our southwestern city. Sharing their interview results started to bring the topic alive.

I then surrounded them with reading materials. Out on the tables were nonfiction books such as *Now Is Your Time* by Walter Dean Myers, *Oh Freedom* by Casey King and Linda Barrett Osborne, and picture books such as *I Have a Dream* by Martin Luther King, Jr. and *Teammates* by Peter Golenbock. Students also selected one novel to read, such as *The Watsons Go to Birmingham* by Christopher Paul Curtis or Mark Twain's *Huck Finn*, to discuss in literature circles. Other tables around the room included a listening station with selected jazz and rap recordings, a bulletin board plastered with poetry by Countee Cullen and Langston Hughes, and bookmarked Internet sites for a civil rights museum and the Southern Poverty Law Center where students could read about both landmark cases and recent litigation. The environment was ready for inquiry.

Students watched television programs that enhanced our classroom study. . . .[They] were selecting these programs over prime time programming. Perhaps more important, they were watching these programs with their families.

Each day the students selected their own materials to accomplish the daily assignments that focused on skills. Some days we started with group lessons to focus their study. For example, one particular lesson focused on the elements of descriptive writing and differences in genre. Students were asked to read the poem "Ballad of Birmingham" by Raymond Patterson, which depicts the bombing of the church that killed four young girls. The student response was minimal since most students did not know about the bombing. Next we read a newspaper account of the actual bombing and then went back to reread the poem. This time there was a rush of emotion as students had knowledge of the event and therefore an enhanced appreciation of the elements of the descriptive text designed to elicit an emotional response. What followed was a clearly displayed understanding of the power of poetry.

Students came to class having watched television programs that enhanced our classroom study. As part of a network initiative, the Discovery Channel had many programs that examined the roots, history, and trends of hate and violence in America. Students reported choosing to watch a documentary on the James Byrd, Jr., trial entitled "A Murder in Texas: Hate on Trial." Also during our study, *Dateline NBC* aired the special "How Biased Are You?" that caught many students' attention. Students were selecting these programs over prime time programming. Perhaps more important, they were watching these programs with their families.

One particularly powerful classroom discussion arose after some students chose to read an article from *Spin* magazine that talked about the use of the word "nigger" in popular music today. This article discussed the notion of African American artists using the word to demystify and disempower the word. As I heard students talking about this idea, I slowly entered into the conversation by prompting them with questions. It did not take long until the entire classroom was involved. This was something that everyone wanted to know more about. Why could some people use the word and it was acceptable, but by others and for others it was the ultimate show of hate. The students knew the answers and talked each other through the difficulty of expressing the multiple meanings and uses of just one word. I couldn't help but mention that this was an excellent example of the power of word choice.

This multigenre teaching approach centered our classroom on skill development learned through literary

experiences, rather than placing the literature in the most prominent place in the curriculum. *Huck Finn* was in the mix, but reading the book was now a student choice rather than a teacher mandate. Not everyone chose to read *Huck Finn;* those who did not selected their own texts with which to learn elements of character, setting, and plot. These understandings lead to educational conversations about the experiences discovered through reading. This was possible because, unlike prior assignments, students actually read the books and materials.

Lesson Two: Putting Multigenre Teaching into Practice

Now that students had been able to use somewhat familiar material to work on literacy skills, it was time to stretch their abilities by branching out into uncomfortable territory. As a class, we still weren't able to answer our initial driving questions about the underlying roots of prejudice and violence in our country. It was time to approach the same question from a different angle. We gathered on the rug in our back corner where I regularly read aloud to them. It is amazing how much these street-smart teens loved to be read to. All curled up on pillows, they listened as I read a picture book entitled *Baseball Saved Us* by Ken Mochizuki. This book provided a quick summary of the Japanese American internment camps. Only two of nearly 120 students I met that day had any idea about those camps. Ironically, a local road, "Prison Camp Road," had once led to an internment site used during this time.

Armed with vocabulary words such as "nefarious" and a list of questions to answer, the students converged on the new materials spread around the room. Soon the classroom was filled with literature circles talking about books such as *Nisei Daughter* by Monica Itoi Sone and Frank Miyamoto, *Desert Exile* by Yoshiko Uchida, and *No-No Boy* by John Okada. The stories in these novels sent the students searching through nonfiction works, such as Jerry Stanley's *I Am an American*. One student even brought in photographs from a recent newspaper article and shared it with others. The article documented the reactions of internees as they returned to tour the current state of the camps of Topaz and Tule Lake. The Internet provided news and stories of the events surrounding the internment, as well as the government's offer of restitution offered in later years. Overheads of the layout of the camps and maps of the U.S. helped students locate former sites; two large camps were found to be within 100 miles of our school.

> *This multigenre teaching approach centered our classroom on skill development learned through literary experiences, rather than placing the literature in the most prominent place in the curriculum.*

It did not take the students long to make connections between this example of national racism and the struggles of the Civil Rights Movement. Critical thinking soon brought the students to question why they were more familiar with the Civil Rights Movement than with the Japanese internment camps. They were given two tasks that might shed light on their questions. First, they were to ask an adult about his/her knowledge of the internment camps. Then they were asked to bring their social studies textbook to class the next day. They found the answers to their own questions before entering the classroom. This was homework worth doing.

The parents and adults in their lives either knew little about the camps or had deeply personal stories from experience. The textbook had a three-paragraph summary full of inaccurate information on the camps. There was an entire chapter dedicated to civil rights. Now that the conversations were in full swing, it was time to give them a natural outlet for their thoughts and discoveries with writing. Having worked primarily on reading, speaking, and listening skills, the students were now wanting to take all of the recent ideas and create some sort of project that would organize and express what they had discovered. A multigenre research report was the natural step.

Students were given a rubric with assessment parameters and then guided through the writing process with their various products. The learning was coming together to create an authentic piece of writing that was generated through discovery of a new topic. One question still plagued some of the students, however. One student, Gentry, wrote, "I have heard that Roosevelt was an excellent president, but it is kind of hard to see what was so great about him if he allowed this to happen in our land of opportunity." The issue of societal responsibility was raised repeatedly with questions like, "How could people let this happen to their friends?" and "Why didn't they fight back?" To provide an opportunity for students to answer their questions, I enlisted the aid of two students from each class period.

The students were reading a small journal entry from one Japanese American internee when I started reprimanding two of the students in the room with shouts of "Sit up!" and "I told you to read. I can't trust you eighth graders!" I continued to badger the students until I told them to get into the hall. They were told to leave their things behind. The room was silent as those students not in the line of fire slumped down into their seats and tried to disappear

BEST COPY AVAILABLE

behind their handouts. No one looked up. As soon as the two victims were in the hall, I followed them out. The three of us giggled at our success in fooling the rest of the class. Nervous giggles and hushed noises came from inside the room. I walked back in.

Silence was immediate. I let them panic for a minute more before I motioned for the two students in the hall to join us inside. "Why didn't you do anything?" was my first sentence. There was noticeable relief as students all suddenly needed to talk and explain that they thought I had gone crazy. When asked to write about the event, Veronica, who had been "relocated" out of the room, recorded the following in her journal:

> My title was "How History Can Be Repeated." When everybody was finished with their stories, we were asked to read our titles out loud. Most of the stories had to do with "Our Teacher's Gone Crazy" or "Untrustworthy 8th Graders." When the class was done, [our teacher] asked the class why they didn't do anything to help or defend us. After all, they all knew Mario and I didn't do anything wrong. To hear what the class had to say I thought would be interesting. I realized that even though all we had to do was walk out, leaving our friends and things behind was hard. In the discussion, I heard things like they didn't want to start being yelled at, they didn't think there was anything they could do, they trusted our teacher because she was a higher authority, and they were glad Matt and I were in trouble because we never do anything wrong.

These students were no longer attending their language arts class, they were totally immersed in literacy. Veronica's writing shows the level of thinking brought about by this multigenre approach to teaching. No single method of delivering this lesson would have satiated their natural appetites for information. Their writing showed higher level thinking as they talked about historical figures as if they were old friends. The students stopped me in the hallway to share their latest ideas. Others stopped by to read during their lunchtime. These self-proclaimed nonreaders were checking out books two and three at a time for the weekend.

Perhaps most important, this project not only helped students achieve both state and district outcomes, but also had a considerable impact beyond the classroom. As we had been considering what we believed to be the roots of intolerance, students had been communicating with their parents. The important adults in the students' lives were involved in their thinking as together parents and students wrote stories and poems documenting their personal experiences with intolerance. These writings became a centerpiece of our display of original art and poetry promoting tolerance. Local elementary students, as well as school board members, toured the exhibit that was featured on the local evening news. This collection allowed us to open a dialogue on the deadly silence that fuels intolerance. I would like to believe that this experience has impacted all who took part, but I know that is a dream. What I know for sure is that the students experienced the power of literacy.

The important adults in the students' lives were involved in their thinking as together parents and students wrote stories and poems documenting their personal experiences with intolerance.

Benefits Revisited

Thanks to educators such as Tom Romano, today's teachers have been given a framework for successful student empowerment. It is time to take our success stories with multigenre writing and apply them to our pedagogy or teaching methods. We're engaging in multigenre writing by including various forms and genres in research papers and other writing assignments. It is time to recognize that many successful classrooms do multigenre *teaching*, as well.

The battle between student and teacher must become a thing of the past; we must abandon the traditional teaching method of dwelling on a classic for four weeks while telling the students why the book is so great. That approach has long worn out its welcome. Let our students experience the power of literature. It's time to break the cycle that Freire calls the "domestication" of our students. If we want students to critically interact with great ideas, we must present those ideas in a manner that supports thought.

Multigenre teaching allows students to experience literacy rather than to merely hear of its potential. The students in my classroom were empowered to write. They chose to read, rather than playing the common game of avoiding literature. We had open discussions on issues that matter to both the students and to society as a whole. As teachers, we are professionally bound to seek better ways to create opportunities for learning. We must model risk taking in our own methods so that students can see that we understand the necessity of lifelong learning. ●

References

George, M. A. (2001). What's the big idea? Integrating young adult literature in the middle school. *English Journal, 90*(3), 74–81.

Gilles, C., & Pierce, K. (2001). Pairing fact and fiction for deep understanding. *Language Arts, 78*, 579–588.

Howard, J. (1999). Using a social studies theme to conceptualize a problem. *The Social Studies, 90*(4), 171–176.

Shanahan, T., Robinson, B., & Schneider, M. (1995). Avoiding some of the pitfalls of thematic units. *The Reading Teacher, 48*, 718–719.

It's Not about the Book

Dagny D. Bloland, Whitney Young High School, Chicago, Illinois

As a little girl, I was certain I did not want to become a teacher. I remember sitting in class one day during the first week of sixth grade, holding my somewhat tattered basal reader as Mrs. Lennon cheerfully introduced the first story we would read together, something about the Iditerod. I had absolutely no interest in the Iditerod, and I couldn't imagine that Mrs. Lennon had either, underneath her smile. Watching her carefully, I suddenly experienced a poignant moment of empathy: how many Septembers had she stood here, beginning her long annual trek through the anthology, every story of which she had to know almost word for word by now? How could she endure it?

I felt very lucky by comparison. A world of books and stories waited out there for me. I would never have to read the same one twice, much less over and over—unless I wanted to. Or unless I became a teacher, condemned to trudge through the same material year after year while my students moved on to new challenges. Meanwhile, one important vocational decision made, I returned to the Iditerod story.

Three years later, a different classroom: I was now a high school freshman, staying after school to work as one of the student aides for my honors algebra teacher Miss Luhan. Our volunteering had no necessary connection to any interest in teaching for us; it was simply a move strongly encouraged for prospective candidates for the National Honor Society, which Miss Luhan sponsored. In her after-school program, girl volunteers graded papers while boy volunteers tutored the Basic Math students, mostly boys, who were obligated to attend occasionally in order to stay eligible to play sports. Miss Luhan did not hold out much hope for mathematical growth among the Basic students, but she offered them this chance to try.

After half a year of paper grading, I was sitting there one afternoon working my way down a stack of math quizzes when I was astonished to hear Miss Luhan call my name. An extra football player had shown up in need of tutoring: I had been promoted, just for the day.

I walked over to him, and as we sat down, I glanced at his face. What I saw there was written as clearly in his expression as if he were wearing a sign around his neck; what I saw there was shame. I could hear him saying to himself, "I'm stupid. I can't do math, I never could, and now there's going to be another person, a girl I don't even know, who will know it too and will spend this period showing off and making me feel even stupider."

What I read on his face this time was just as clear as before: It was a big smile, genuine, shy, and tinged with amazement at this unexpected success. And I was hooked, hooked forever on the Hopeful Profession.

I distinctly remember thinking, just as I saw that expression on his face, "But there's another way to do this. I won't embarrass him by even looking at him again. I'll just focus on the math problem, and that way I can help him unbraid his thinking and do this math." The image that instantly came to me was the fringe on my neighbor's couch. When I was about four or five years old, I used to love to braid that fringe whenever we visited her; and she allowed me to do it as long as I unbraided every bit of fringe before I left. That's what I decided to try to do with this football player—patiently unbraiding alongside him until his thinking was clear.

I asked him to show me the problem, which was multiplication by a three-digit number, and to tell me where he was supposed to start in solving the problem. Hesitantly, he pointed to the right-hand digit, which was correct. With a little coaching he got the multiplication right for that digit.

Then I asked him what part to tackle next. He had no idea. I said, pointing, "What about starting with this second digit?" He agreed, did the multiplication correctly for that digit and the final one, and waited for the next step.

Carefully looking only at the paper in front of us, I asked, "What comes next?"

"Draw the line!" he answered with just a hint of enthusiasm. He drew it and began to add the columns. He made a couple of errors, but I just said very quietly, "Check that," each time, and he corrected them.

As he finished the problem, he and I looked up at each other for the first time since we had sat down. What I read on his face this time was just as clear as before: It was a big smile, genuine, shy, and tinged with amazement at this unexpected success.

And I was hooked, hooked forever on the Hopeful Profession, the one job that is filled with wonder at the unpredictable beauty of human potential. We're so lucky to be teachers, because we get to be with kids at the beginning of their lives, usually before they have had too many disappointments or ruined dreams. We get them when we can still help them acquire capacities—cognitive, physi-

BEST COPY AVAILABLE

cal, aesthetic, and interpersonal—before their sense of themselves shuts down. Of course that also means we have a personal responsibility deep enough to make our knees tremble: we must not be discouraging, even inadvertently by an offhand remark. We must be about encouragement and hope. I've always felt, since that beautiful day, that my most important task is to help students feel confident that what is before them is learnable and that they *can* learn it.

Later that afternoon as I walked to the bus stop with my best friend Marietta, I was filled with a great sense of adventure—and simultaneously a great sense of peace, because I knew now what I wanted to do with my life. I said to her, "I want to be a teacher." She was skeptical at my sudden conviction, but I absolutely knew it was right.

The morning after this first metanoia, I went to school with new eyes. In every class, I found myself asking, "Why is this teacher doing thus and so? Is it working? Is there another way she could present this material or set up this class?" And I realized I could never skimp on studying, because some child someday might need to know what I was learning, and how could I help her if I didn't know it myself?

It was clear *that* I wanted to teach, but I did not immediately realize *what* I wanted to teach. I knew it would not be math, because although I could do the mechanics, I was not a mathematical thinker. I did not discover my real subject until two years later. Sitting in junior English, I had my second metanoia. We were reading Elinor Wylie's poem "Velvet Shoes," a short lyric about walking in the snow, and for a flashing moment I had to glance down at my feet. The experience of the poem was so real to me, so immediate, that I had to check my shoes for snow—for some of the "white lace" described by Wylie. Looking back at the poem I said to myself, "Aha. So this is *what* I want to teach. I want to have more experiences like this one and to help others to have them, too. I want to hang around words that have this kind of beauty and power."

> *It's about the kids—individual by individual, interacting with the text, constructing readings, developing their voices in writing, talking with each other, creating something beautiful that wasn't here before.*

Now, 40 years after reading that Iditerod story, I look back at Mrs. Lennon from a different standpoint. I know how a teacher can reread a beloved text over and over. I can return joyfully to *Mockingbird* every November, *Frederick Douglass* every February, and *Midsummer Night's Dream* every May because—although the books have to be good in order for me to enjoy teaching them—they don't have to be different every year. It's not about the book, or at least not only about the book. It's about the kids—individual by individual, interacting with the text, constructing readings, developing their voices in writing, talking with each other, creating something beautiful that wasn't here before. Words and kids, two of my favorite entities in the world. I have been so lucky to be able to spend my life with both. ●

Out of Africa

Vicki Mueller, Austin Middle School, Amarillo, Texas

"I will remember you. Will you remember me?" The words to this song bring back memories of faces belonging to students who have walked through my classroom door over the years. I think, as teachers, at one time or another, we all wonder *if* we'll be remembered, and *how* we'll be remembered. The answer, when it comes, however, may not be exactly what we expect.

As a beginning teacher, I was ready to change the world. With diploma in hand, and 30 rules on the wall, I knew it all. I survived my first year—in a junior high, no less—and came out relatively unscathed, definitely wiser, and far more worldly—but suffering no obvious, permanent damage. After riding the emotional roller coaster of eighth and ninth graders, the challenges of fourth grade seemed manageable. My first semester in the world of elementary passed so smoothly, I was assigned a student teacher for the second semester. The two of us took our fourth graders on an imaginary journey through Africa for the next couple weeks, making native crafts, fixing and sampling original African recipes, researching the geography of the land and lifestyles of the people. To provide the students with a more visual approach, we ordered the movie *Africa* from our area education agency.

On Friday afternoon, students anxiously gathered on the floor in front of the screen in anticipation of their "trip" to the Dark Continent. We handed out "goobers"—the Afri-

can word for peanuts—to help set the mood. Following the title "Africa," lush palm forests were dotted with thatched huts that painted a picture of natural beauty. As the kids "oohed and aahed," I leaned back, ready to learn right along with them.

"Whoa!" I bolted upright as the calm ended abruptly. Several dark-skinned, native women lumbered across the screen, carrying clay pots of water on their heads—topless! Gradually, giggles and muffled snickers spread throughout the group of innocent, unsuspecting fourth graders. As visions of lawsuits danced before my eyes, the teacher in me instinctively jumped into action and stopped the movie. Little eyes looked searchingly, not knowing exactly how to react. Without skipping a beat, I launched into a group discussion. "Does anyone remember what the climate is like in Africa?"

"It's very hot and humid," replied Robbie.

"That's right. Does anyone remember why?" I questioned again.

"Because it's close to the equator?" answered and questioned Eric.

"Yes. That's very good. Now, do you think the weather in Africa is cooler or warmer than here in Iowa?"

"Hotter!" the kids recited in one voice.

"I don't like to wear clothes when it's so hot," announced Jolene.

"I don't wear them at night at all!" laughed Chance, the class clown, setting off everyone, including the teachers, in a roar of laughter.

We had discussed with the kids the importance of handling learning situations such as this maturely. It must have worked because, to my relief, the phone remained silent.

"You are all so smart. Because it is so hot, we can all understand why the people living in Africa have dark skin—for protection—and don't wear many clothes. Let's see what else we can learn from the movie." The students readily settled down, in tune with the cultural differences being explained throughout the remainder of the documentary. Although the continuing information dealt with the land, vegetation, and resources, I sat on the edge of my seat—just in case. . . .

I dared a sigh of relief as it became obvious we were nearing the end of the movie. All of a sudden, without warning, from nowhere, the same topless women reappeared—jump roping! The eight-year-olds continued watching intently with not so much as a whisper or a grin—complete multicultural acceptance. The adults in the room, however, were a different story. My student teacher and I tried desperately not to bring attention to the tears streaming down our faces from fits of silent hysteria.

Although I immediately warned my principal about the impending possible parental uprising, we had discussed with the kids the importance of handling learning situations such as this maturely. It must have worked because, to my relief, the phone remained silent.

One day, years later, I was greeted with a hug by little Jolene, who was now an attractive young woman. Her eyes sparkled as she told me, "I always loved your class! You were the only teacher who ever showed X-rated movies!"

At least I'll be remembered for something. ●

Search for New Editor of *English Education*

The Conference on English Education is seeking a new editor for *English Education*. In July 2005, the term of the present editors, Cathy Fleischer and Dana Fox, will end. Persons interested in applying for the editorship should send a letter of application to be received **no later than September 30, 2003.** Letters should be accompanied by the applicant's vita, one sample of published writing, a one-page statement of the applicant's vision for the future of the journal, and two letters of general support from appropriate administrators at the applicant's institution. Please do not send books, monographs, or other materials which cannot be easily copied for the Search Committee.

Applicants are urged to consult with administrators on the question of time, resources, and other institutional support that may be required for the editorship of this journal. NCTE staff is available to provide advice and assistance to potential applicants in approaching administrators. Information can be obtained by calling or writing Margaret Chambers, Division Director for Publications, at NCTE (800-369-6283, extension 3623). The applicant appointed by the CEE Executive Committee will effect a transition, preparing for his or her first issue to be published in October 2005. The appointment is for five years, nonrenewable. Applications should be sent to Margaret Chambers, *English Education* Search Committee, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096.

BEST COPY AVAILABLE

Let Me Tell You a Story

Jolene Borgese, Great Source, West Chester, Pennsylvania

The spring of my senior year at Ridley High School, a blue-collar school district outside of Philadelphia, was full of the same excitement I would see years later in my West Chester East High School students. We were all anxious to graduate, making decisions that would impact the rest of our lives—where to have our prom, which beach for senior week, and *where to go to college in the fall!* And this is where my story begins . . .

Every year, *The Raider*, a weekly school paper, published the names of seniors and the colleges where each had been accepted. In April, Mike, one of the smartest boys in my senior class at Ridley High School, had been awarded a scholarship to MIT, and *The Raider* made the announcement. I, on the other hand, had been accepted to Lock Haven State, a small, rural western Pennsylvania state school that my parents could afford. The entire senior class had heard about Mike's scholarship at least 2,000 times, and he annoyed and teased me daily with some obnoxious comment about Lock Haven. Today, I recognize that he was either flirting with me or at least just trying to get my attention.

The next four years at Lock Haven State were wonderful for me—full of new friends, experiences, and learning new ideas! When I graduated, I returned to my hometown and taught middle school in the same district I had attended as a student. My first class was about 150 ninth graders who, on a daily basis, would beat me up emotionally and then torment me with their sincere lack of interest in whatever I was trying to teach them. After one of their especially successful days, I ventured out to the local mall. By some form of kismet, I ran into Mike. Before I could duck into a store, he spotted me. I was exhausted and wasn't up for a war of words, so instead of being on the defensive, I took the offensive position. After some pleasantries, I told him about my teaching position and then asked him the million-dollar question, "So how was MIT?" His whole body responded; he looked sheepish and then said, "I left after the first year." I didn't know what to say—I was shocked. I could tell it was an awkward moment for him, so I mumbled something and walked away.

The popular Dr. Phil would say this was one of my defining moments. I tucked this encounter away and years later, this moment, this story, became part of my teaching. One year, I taught all seniors in a large suburban high school about 20 miles west of Philadelphia. Many of my students were from white upper middle class families who had big dreams for their children. Students would come to senior English class with updates on their college acceptances and woes of their rejections. With little forethought, I told my Mike story to show them that college was an important piece of the future but not their whole future. For once they were quiet. They seemed to be mesmerized and shocked by it, just as I had been when I first heard Mike's response. Then, they wanted more information. "Why didn't you ask why he left?" "Did he ever go back to college?" "Where is he today?" Of course, the answers to these questions were never the point of the story.

This was one of my defining moments. I tucked this encounter away and years later, this moment, this story, became part of my teaching.

My use of this story and other stories was meant to help my students to see the bigger picture, and to understand that sometimes life throws us surprises. Instead, the students had seen it in a totally different light. The story's impact was different for me than it was for them.

My father once told my sisters and me a story about his brother George, and we never forgot it. When his brother George was about 8 or 9 years old, he was fooling around in a church lot with a friend, and they were pointing hot pokers at each other. His friend accidentally put George's eye out. My uncle had a glass eye for the rest of his life. My father told us this story to scare us, so we would be more careful when we played. It worked. Whenever we would point anything at one another, one of us would say, "Remember Uncle George?" and we would stop what we were doing. I told this story in my classroom one day when my students were especially rowdy. It had the same effect; they stopped what they were doing, their mouths agape, eager to hear more of the "gory details," as they put it.

Some stories offer little or no value—they are just interesting or memorable. Such as this one: When I was young, my family and my extended family (aunts, uncles, and cousins) would drive to the New Jersey beaches and cross the Delaware River by an old rickety ferry. It was a 30-minute trip. My cousin Nina, who has developed into a master storyteller, would frighten me with warnings that the ferry was about to sink and there were too few life jackets for all of us. Her backdrop for this story was, of course, the older version of the movie *Titanic*, which we had watched on the late show. Still, Nina filled us all with fear that the Chester Ferry in Pennsylvania would some day hit an iceberg in

August. Eventually, a modern bridge that takes only minutes to cross replaced the ferry, but when I cross that bridge or any other, I often think of Nina and those wonderful days of youth when the sweet summer air was blowing in our faces on our way to the sandy beaches of New Jersey.

In my new life as a product specialist, I teach teachers and often tell stories to make a point. Many of those stories come from the rich fertile land of my teaching days. They taught me back then, and now they sometimes help other teachers to learn. My favorite story is one about a student teacher who was upset with me because I told the children they had 10 minutes to work in a group, but the 10 minutes ended up being 20 minutes. Knowing the importance of scheduling, the student teacher didn't see the difference between what I call *school time* and *real time*. School time is based on kids' behaviors, and the group was still working—still learning—after 10 minutes, so allowing more school time was warranted. Real time, on the other hand, is up when the bell rings or at 3 o'clock on a Friday afternoon. I know that my current students, who are also teachers, will want to know what happened to my student teacher, and I tell them that she became a wonderful teacher using the school/real time concept with ease. Her story gives life to the time concept.

Telling stories to my students helps me to connect with them. Without telling too much personal information, I was able to share pieces of my life with them while trying to build a learning community. I selected stories that I had learned as a child and stories I composed from my teaching experiences, hoping they would have an impact on my students, just as they had on me. Everyone loves a story. Some years, sixth graders would beg me to hear more; other years, seniors would ask tons of questions trying to learn something I purposely left out. Storytelling is an art, but like any good teaching strategy, it takes lots of practice to get it just right. I was blessed: thanks to the wonderful storytellers in my own family, I learned the power of a good story early. ●

Book Reviews

Publishing with Students: A Comprehensive Guide

Chris Weber. 2002. Heinemann (361 Hanover Street, Portsmouth, NH 03801-3912, USA). ISBN 0-325-00283-5. Softcover. 240 pp. US $23.50.

Reviewed by Josh M. Slifkin

As an English teacher who teaches semester courses of Creative Writing each year, I am also looking for new texts that might help teachers like me find new and varied ways for students to share their writing beyond the classroom walls. Chris Weber's *Publishing with Students: A Comprehensive Guide* is such a text. The author leads his readers into a world where students are collaborators in a publication, where their writing goes public, and their voices are shared with others on paper and on the Internet. Weber, an ESL teacher and founder of the Oregon Students Writing and Art Foundation, sees student publishing as a meaningful way for teachers and students to find common ground in an academic world where Creative Writing courses are electives, and their products may not be viewed as academic writing.

The best lesson that teachers can learn from Weber's text is to consider student publication as a democratizing act. It is an activity that allows students to have a voice and share in the creation of a public text. Much of the writing that students do throughout their schooling never gets beyond the classroom walls, but student work may be collected in a creative writing magazine that is distributed to the school community or perhaps throughout the district. Weber not only provides clear examples of how to do this successfully, but also illustrates how students can promote their work in nationally distributed journals that publish student writing, both in print and online.

Weber's text is clearly written and provides many examples from the author's own experiences as a teacher who has promoted student publishing for over 20 years. He explains how to create successful student-edited magazines, bookbinding, and even how to construct Web pages that promote and share student writing with the rest of the world. In this last example, the author stresses the importance of global connections when students are involved in writing and publishing. The Internet becomes a wonderful way for students to extend their collaboration beyond that of a teacher–student relationship based in the classroom, and toward one that includes collaboration between students in various locations around the world.

Publishing with Students: A Comprehensive Guide argues that students' creative writing, like their academic writing, is always inquiry-based. Weber knows that this genre is just as much about problem solving as is more formal or "academic" writing. The author stresses that this process is one that helps build communities of writers through shared responsibilities and always with an eye toward revision. Chris Weber has written an excellent guide to publishing student writers. Classroom teachers will benefit from his experience and his research, including procedures for submitting student manuscripts, helping students deal with rejection, sharing an exhaustive list of places to publish student writing

BEST COPY AVAILABLE

(both in print and online), and listing national writing programs and competitions for students. *Here* is a book that will benefit any teachers interested in building writing communities in their classrooms.

Teaching Writing in High School and College: Conversations and Collaborations

Thomas C. Thompson (Ed.). 2002. National Council of Teachers of English (1111 W. Kenyon Road, Urbana, IL 61801-1096, USA). ISBN 0-8141-0975-6. Softcover. 243 pp. US $33.95.

Reviewed by Jean Schulte

At the 2002 MLA convention, my husband, a high school English instructor, and I, a college English instructor, sought out panels that would suit our common interests. One in particular dealt with collaboration between college education and English instructors. Rather than play the "blame-game" or complain about the students, the teachers, and the problems writing teachers face, the panelists showed how they rolled up their sleeves and got to work in productive ways through effective collaborative strategies they had devised. The possibilities they spoke of intrigued me, so I was excited to review the NCTE publication *Teaching Writing in High School and College: Conversations and Collaborations*. This collection, edited by Thomas C. Thompson, is a thoughtful and thorough showcase of innovative teaching techniques and workable solutions to common issues that K–12, college, and graduate-level instructors face. I appreciated that they acknowledged the tensions we may face as teachers from different departments and educational environments when we begin conversations about working collaboratively, but as bell hooks has theorized elsewhere, such tension could also be viewed as a productive force. These authors embraced that challenge, and we are rewarded with their insights.

Several authors discussed how and why they began their collaborative relationships. Fortune, Lamonica, and Neuleib detail how their project has grown over the years from an exchange among six teachers working on a yearlong project to a multilayered and elaborate statewide effort among high school, community college, and university instructors. They inspire us to consider how we may duplicate their efforts. Tucker and Zuidema had a common, nagging problem: both believed that authentic texts, audiences, and real-life learning experiences would provide the most fruitful learning environment, but neither had ready access to this sort of authenticity. Their solution was to create authentic relationships between preservice teachers and high school students. The preservice teachers would receive "priority mail," essays and letters from the high school students, and the former would then respond to and mail the essays back. In this way, both sets of students would benefit from this illuminating experience.

Summer Institute in Writing

Computers In Writing-Intensive Classrooms (CIWIC), the **summer institute** for teachers who want to incorporate technology into their classrooms, will be held June 16–27, 2003, at Michigan Technological University, Houghton, MI. Coordinated by Cynthia Selfe, Anne Wysocki, Dickie Selfe, Gail Hawisher, and Johndan Johnson-Eilola, CIWIC has three workshops that participants can choose from: (1) Approaches to Integrating Computers into Writing Classrooms (CIWIC-AIC), which provides a space for participants to explore the thoughtful integration of technology in composition and other classrooms by examining the value of such tools as electronic conferencing, text and visual composition software, print and Web design, digital video, and sound editing, as well as technology-enhanced assignment design and lab management strategies; (2) Integrating New Media into Writing Classrooms (CIWIC-NM), whose participants learn graphics and authoring software for composing, discussing, and developing compositional and rhetorical approaches for teaching multimedia texts; and (3) Individual Projects (CIWIC-IP), which is for returning CIWIC participants who want to take on a more focused project with individualized support. All three institutes use classrooms at Michigan Tech and the state-of-the-art computer facility, the Center for Computer-Assisted Language Instruction (CCLI). All participants receive three semester-hours of graduate credit. Participants need have no previous computer knowledge; individualized instruction will be provided. Participants from all educational levels are encouraged to attend. For more information and registration materials, visit our Web site at http://www.hu.mtu.edu/ciwic or contact Cheryl E. Ball by e-mail at ceball@mtu.edu or by phone at 906-487-3272 (office) or 906-487-2582 (lab).

The 18th Penn State Conference on Rhetoric and Composition—Rhetoric's Road Trips: Histories and Horizons—will be held July 6–8, 2003, at Penn State University. For more information visit http://www.outreach.psu.edu/C&I/rhetoric.

BEST COPY AVAILABLE

Thompson and Wilson give voice to an important, yet under-represented group of individuals: the students themselves. I really enjoyed reading about the expectations, fears, insights, and successes in their own words. What better way to reinforce the argument that the goals of all of the authors in this collection are well worth the effort than by reading the testimonies of these students?

Several authors offered more than pedagogical suggestions, and these insights were illuminating. The article by Lafer, Gardner, Hoadley, DeBarger, and Sawyer, as well as one by Fortune, Lamonica, and Neuleib describe large-scale collaborative efforts. These efforts were made possible through more than just effective alliances among teachers across grade levels. They were made possible through grant monies and incentives to participants. To allow a program to take seed and evolve, these authors argue that institutional change must occur. Communication between administrators, professors, teachers, and students must take place, and Richard Brantley believes that perhaps even our society must evolve in order to foster this sort of communication. We need to regard high school teachers as professionals, just as we do college instructors. Both work hard, only in different ways, and we need to work past these perceived gaps that make communication across grade levels all too difficult.

I approached this collection with an interest in learning how to create and foster collaboration among scholars who teach at different grade levels. What I found were candid, thoughtful, and highly detailed descriptions of the instructors' experiences and many very useful suggestions about how to engender such relationships on my own. The articles left me wanting even more detail, at times, and I wish that useful documents such as syllabi, project descriptions, and the like had been made available, perhaps through an appendix. However, it is a compliment to the authors in the collection that a reader would only wish to read more and have access to their highly effective program details. ●

Cognitive Therapy: Letter Strategy for Writers

Bonita L. Wilcox, editor

People who went around talking to themselves in rural Pennsylvania in the 50s were thought to be "crazy," or as we used to say as teens, "off their rockers." Today, we understand the benefits of self-talk and often use it to promote our own agenda. As a journal editor, I am always trying to get writers to publish their work. But unpublished writers must first battle the "critic" in their heads to overcome their fears—fear of rejection, fear of failure, fear of not knowing enough. In *Writing for Publication: A Practical Guide for Educators* (Christopher Gordon, 2002), Mary Jalongo offers a simple exercise (p. 27) for writers needing to change that "critical voice" from harmful to helpful. Notice in the following examples that the exercise can have even more impact when you "sit right down and write yourself a letter."

Dear self-doubting writer,

In looking through your journal responses, it seems that you still have doubts about whether you will become published. You have often wondered if your writing will meet the goals outlined by publishers, if anyone will be interested in what you have to say, and if you have the tenacity to make this happen.

"What can I do to change these doubts?" you ask. You can begin by writing in your journal on a regular basis. There is evidence showing that writers improve their skills by increasing the amount that they write daily. Secondly, you can begin a dialogue with your writing group. By listening to their suggestions, you can improve your work so that it begins to resemble the writing that publishers are looking for. Utilizing others' ideas, you will begin to build confidence in the worth of your words.

Put these ideas into action by selecting a specific time to free write. Set that time in stone and do not deviate from it. Then begin to work on the pieces you'd like to publish. Share them with others and solicit opinions. Go back and make the suggested revisions. Keep writing, sharing, revising, and you will not fail.

Working toward these simple goals will help you to meet your aim of becoming a published author. The rewards will be great. Not only will you make a contribution to the current scholarship in education, but you will continue to earn the respect of your colleagues. In the end, you may end up helping someone to learn and grow themselves!

For the love of writing,
Mara Linaberger

Mara is a K–5 Technology Coordinator and Third-Grade English and Writing Instructor at Dilworth Traditional Academy, Pittsburgh Public Schools, PA

Dear Ms. Forbes,

I am intrigued by your thoughts about writing for publication. You doubt your ability to say something meaningful. Yet others often seek you out for conversation, for information, and for your knowledge. You also doubt your desire to become a published writer. Knowing you, as I do, I know that once you begin, the desire to publish will consume you.

My dear friend, now is the time to begin the hard work. The thoughts that run rampant through your head must be captured and committed to paper. You must write and you must share your writing. Stick to your scheduled writing times, reflect on your writing, and seek feedback.

BEST COPY AVAILABLE

In time, you will see progress. Remember, "To be a great champion, you must believe that you are the best. If you are not, pretend that you are." These words, attributed to Muhammad Ali, have long been a guiding force in your life. The time has come to stop living by the words and to live like the man who spoke them. Train, practice, believe. Be a champion.

Float like a butterfly, sting like a bee!

Leigh

Leigh Forbes is an Instructional Technology Specialist, GECAC Community Charter School, Erie, PA 16507

Dear Jeanette,

I'm experiencing some doubts about my ability to write an article for publication. As you know, I often feel that I have nothing worthwhile to offer my profession. Also, I resist spending time on writing. My sense of self-worth and my motivation both need a boost! I know I can count on you to offer support.

With resolve to start a project and with a plan, I know I can be a successful writer. An important first step to any writing project is to gather resource materials. The next task, after choosing 3 or 4 solid resource articles, is to outline my main points and consider examples to include. Creating that all-important thesis comes next, and then exposing my points follows. By letting this step-by-step approach guide me, I'll be able to observe progress. Just organizing the materials so they are easily accessible will motivate me to begin writing. Working on the outline of a project will help me to see its overall organization. Once I begin the writing of the first draft, I know the words will flow.

I'm sure you'll agree that getting a piece published would greatly boost my self-esteem. I know I have expertise worth sharing; I just need the confidence to begin. Professionally, I would both gain recognition from my colleagues and help to advance the ESL profession. I'm really glad I have you to help me through this process. Let's keep our discussion ongoing.

Jeanette

Jeanette Clement is the Curriculum and Learning Technologies Coordinator, Duquesne University, Pittsburgh, PA

The important thing to consider when talking to yourself is not that you do it, but what you say and your commitment as a writer to do it.

Dear Mentor,

I have a major problem. I cannot yet think of any topic that would interest potential readers. I must break this mental block. Obviously, the best way is to develop the writing—and therefore the thinking—habit. I can also read, write in my journal, and share my ideas with others.

I have three goals: to establish and adhere to a strict daily writing routine; to find a topic for an article for publication; to locate an appropriate journal. Meeting these goals should help me see that, through perseverance and commitment, I am and am becoming a writer. I can then aim higher and commit seriously to writing for publication.

This would benefit me personally by making me a better thinker, writer, and communicator. Professionally, I would gain from the recognition I would receive and from being active in professional conversations. I would then be sufficiently self-confident to continue to construct my own meaning, generate new knowledge, and eventually become not only a published writer, but also a well-known one.

I eagerly await your constructive comments.

Your ever-grateful protégé,
Marie

Marie Martin is the International Education Project Consultant, Omagh, Co Tyrone, Northern Ireland.

So you see, writers do talk to themselves in letters or in thinking journals, and these thoughts do count. Writers even name this self-talk: Metacognition—self-talk about their thinking; metawriting—self-talk about their writing; meta-commentary—self-talk about their commentary; and, metadiscourse—self-talk about their talk. Of course, the important thing to consider when talking to yourself is not that you do it, but what you say and your commitment as a writer to do it. ●

Call for Manuscripts on "The Trouble with Testing"

English Leadership Quarterly is seeking manuscripts for the February 2004 issue, "The Trouble with Testing." In a recent publication, *Testing Is Not Teaching: What Should Count in Education* (Heinemann, 2002), Donald Graves writes, "Strangely, with all the emphasis on good scores, we rarely hear any mention of children learning to think. When teachers administer skill-and-drill methodologies unthinkingly, their own intellectual abilities and judgments are seriously affected" (p. 94). What do you think is the trouble with testing? How do you balance testing and teaching in your classroom? Do tests interfere with teaching and learning and thinking? Which tests are most important? Is testing worth the time and expense? It has been said that if we are going to spend an inordinate amount of time on testing, the tests better be good. Who determines whether the test is good? What can we learn from a good test? As a literacy leader, what do you think about all the emphasis on testing? **(Deadline: October 15, 2003)**

BEST COPY AVAILABLE

A COMPLETELY NEW WAY TO TEACH GRAMMAR:

THE PROTOTYPE-CONSTRUCTION APPROACH

Students learn grammatical concepts by CONSTRUCTING and WRITING sentences.

Students do not memorize abstract terminology to identify the parts of speech in sentences.

Writing skills improve because students write complete sentences using the grammatical concepts they learn.

Read a SHORT, AMUSING, free chapter from our book for teachers. **Print** it from our website: www.bgfperformance.com.

READING SKILLS IMPROVE:

Students construct complex sentences with subordinators like IF and BECAUSE. Weak students have difficulty comprehending such complex sentences. But as they practice CONSTRUCTING such sentences, their ability to comprehend the sentences improves. Reading Test Scores Rise.

Are you an English department head? Print the chapter from our website for your teachers. They will enjoy it. You will like what they learn.

Do you teach future English teachers? Teachers-In-Training? Let them print and read the chapter.

Go to our website and print a free chapter from one of our student workbooks.

BGF Performance Systems, LLC • PO Box 256643 • Chicago, IL 60625-6643
1-800-481-3495 • Fax 773-539-8099 • **WWW.BGFPERFORMANCE.COM**

BGF
PERFORMANCE SYSTEMS

BEST COPY AVAILABLE

Call for Manuscripts/ Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful teaching and learning activities are always welcome. Book reviews, software reviews, and Web site reviews related to the themes of upcoming issues are encouraged.

Surveys of our readers reveal a variety of topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

October 2003 (deadline June 14, 2003)
Teaching, Learning, and Leadership Online

February 2004 (deadline October 15, 2003)
The Trouble with Testing
(see call, p. 14)

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, as traditional double-spaced typed copy, or as e-mail attachment. A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year. Send articles and inquiries to Bonita Wilcox at P.O. Box 142, Cambridge Springs, PA 16403; e-mail: jwilcox@toolcity.net; phone: (814) 398-2528. ●

CEL EXECUTIVE COMMITTEE

Chair
Rudolph Sharpe
Mannheim Township School District
Lancaster, Pennsylvania

Associate Chair
Judith Moore Kelly
Howard University
Washington, D.C.

Past Chair
Rick Chambers
Ontario College of Teachers
Toronto, Ontario
Canada

Corresponding Secretary
Bil Chinn
Edmonton Public Schools
Edmonton, Alberta
Canada

Membership Chair
Jolene Borgese
Educational Consultant
West Chester, Pennsylvania

Nominating Committee Chair
Wanda Porter
Kamehameha Secondary School
Honolulu, Hawaii

Nominating Committee Associate Chair
John Barber
Fairmount-Harford High School
Baltimore, Maryland

2003 Program Chair
Debbie Smith McCullar
Dean Morgan Junior High
Casper, Wyoming

2004 Program Chair
Tom Scott
Menomonee Falls School District
Menomonee Falls, Wisconsin

Members-at-Large
Jennifer Abrams
Palo Alto Unified School District
Palo Alto, California

Brannon Hertel
Bear Creek High School
Lakewood, Colorado

Henry Kiernan
West Morris Regional High School District
Chester, New Jersey

Robin B. Luby
Grossmont High School
La Mesa, California

David Noskin
Adlai E. Stevenson High School
Lincolnshire, Illinois

Kathleen Siegfried
Bordentown Regional School District
Bordentown, New Jersey

Liaison to NCTE Secondary Section Committee
Willa Mae Kippes
Valley High School
Gilcrest, Colorado

Liaison to Conference on English Education
Jeff Golub
University of South Florida
Tampa, Florida

Staff Liaison
Dale Allender, NCTE

ENGLISH LEADERSHIP Quarterly

Conference on English Leadership
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096

Nonprofit
Organization
U.S. Postage
PAID
National Council of Teachers of English

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").